

**NEBRASKA DEPARTMENT
OF EDUCATION**

**GUIDELINES
RECOMMENDED FOR USE
WITH RULE 24 (ENDORSEMENTS)**

**Approved by the State Board of Education
on November 7, 2001.**

NOTE: Rule 24 governs the provision of endorsements by approved teacher education programs.

The Guidelines Recommended for use with Rule 24 are suggestions only. Teacher education institutions may use them to develop their endorsement programs. The institutions may use them for the review of their endorsements.

However, the approval and/or continuation/discontinuation of endorsement programs is based solely on the criteria specified in Rule 24.

For reference purposes, the specific State regulation requirements for endorsements in Rule 24 are shown in shaded boxes in this document.

Alphabetical List of Endorsements Contained in this Guideline

ADMINISTRATIVE ENDORSEMENTS

Curriculum Supervisor
Principal
Superintendent

TEACHING ENDORSEMENTS

Adapted Physical Education
Agricultural Education
Anthropology
Art
Basic Business
Biology
Business Education
Chemistry
Coaching
Computer Science
Cooperative Education-Diversified Occupations
Driver Education
Early Childhood Education
Early Childhood Education Unified
Earth Science
Economics
Elementary Education
English
English As A Second Language – Undergraduate
English As A Second Language – Beyond Baccalaureate
Family and Consumer Sciences
Family and Consumer Sciences Related Occupations
Foreign Language
General Art
Geography
Health
Health and Physical Education
Health Occupations
High Ability Education
History
Horticulture Education
Industrial Technology Education
Instrumental Music
Journalism and Mass Communications
Language Arts

Library Media Specialist (formerly Educational Library Media Specialist)
Marketing Education
Mathematics
Middle Grades Education
Music
Natural Science
Physical Education
Physical Science
Physics
Political Science
Preschool Disabilities
Psychology
Reading and Writing
Reading Specialist
Religious Education
School Guidance Counselor
Social Science
Sociology
Special Education
 Behaviorally Disordered
 Early Childhood Special Education
 Hearing Impaired
 Learning Disabilities
 Mild/Moderate Disabilities
 Severe/Multiple Disabilities
 Visual Impairment
Speech
Speech and Theatre
Speech-Language Pathologist
Theatre
Trade and Industrial Education
Vocal Music
Vocational Special Needs
Vocational Trades
 Other Trade & Industrial Areas
 ROTC
 Coaching

SPECIAL SERVICES COUNSELING ENDORSEMENTS

Educational Audiologist
School Nurse
School Psychologist
School Transition Specialist
Speech Language Technician

**Curriculum Supervisor
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

005.01 Curriculum Supervisor.

005.01A Grade Levels: Kindergarten through grade 12.

005.01B Endorsement Type: Field/Administrative.

005.01C Persons with this endorsement may assist in or supervise the development of curriculum programs for students in Kindergarten through grade 12.

005.01D Certification Endorsement Requirements: The curriculum supervisor endorsement shall require a minimum of 36 graduate semester hours of which 6 - 12 credit hours shall be in Administration, 9 - 12 credit hours in Supporting Fields, and 15 - 24 credit hours in Curriculum.

005.01D1 Administration: 6-12 credit hours in computer technology, school and community relations, staffing patterns, and/or principles and organization of administration.

005.01D2 Supporting Fields: 9-12 credit hours in research techniques, education psychology, and/or curriculum theory.

005.01D3 Curriculum: 15-24 hours in instructional analysis, curriculum design, media innovations, group dynamics and curricular issues and trends

005.01E Additional Requirements: The applicant for admission to the program of studies leading to this endorsement must:

005.01E1 Have a valid regular teaching certificate,

005.01E2 Have completed two successive years of teaching in the same approved or accredited school district or school, and

005.01E3 Be officially admitted to the program following institutional screening to determine the candidate's suitability as a supervisor of curriculum.

005.01F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**Curriculum Supervisor
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution should prepare prospective Curriculum Supervisors to demonstrate the following knowledge and application of that information in terms of the role of a Curriculum Supervisor:

- A. Governing and political influences on education;
- B. Principles and theory of administration and/or building administration;
- C. School and community relations;
- D. Analysis and interpretation of educational research;
- E. Instructional theory;
- F. Learning Theory;
- G. Child development;
- H. Advances in instructional technology;
- I. Theory of change;
- J. Instructional and curriculum analysis, design, implementation, assessment, and staff development;
- K. Diverse learning needs; and
- L. Curricular issues and trends.

**Principal
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

005.02 Principal.

005.02A Grade Levels: Pre-kindergarten through grade 12, Pre-kindergarten through grade 8, 4-9, or 7-12.

005.02B Endorsement Type: Field/Administrative.

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement must complete a minimum of nine (9) additional credit hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 Applicants for this endorsement shall have the equivalent of two full school years teaching experience in approved/accredited elementary and/or secondary schools.

005.02D2 Internship Experiences: This endorsement also requires a minimum of one semester internship experience supervised by a standard institution of higher education in an approved or accredited elementary, middle, or secondary school.

005.02E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should provide prospective principals with the following:

- A. Instruction in leadership, communication skills, curriculum development, improvement of instruction, development of staff, evaluation strategies, organizational management, fiscal management, educational law, student management, and human relations skills.
- B. At the conclusion of the approved program prospective principals should be prepared to:
 - 1. provide educational leadership, which includes but is not limited to, the ability to:
 - a. articulate vision in a school mission statement and facilitate the development of a shared vision with the school community;
 - b. provide a supportive environment for change; and
 - c. formulate a self-development plan which utilizes a variety of resources for continuing professional development.
 - 2. communicate clearly using listening, writing, and speaking skills in a manner that is consistent with and responsive to the specific audience;
 - 3. facilitate group processes;
 - 4. develop and implement curriculum based on research, theory, and informed practice;
 - 5. develop and promote co-curricular activities in conjunction with the school community;
 - 6. facilitate the improvement of instruction;
 - 7. create opportunities with staff for professional development;
 - 8. foster a school climate which is conducive to learning;
 - 9. promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation;
 - 10. utilize strategies for assessing school programs;
 - 11. demonstrate human resources' administrative skills which include the identification, recruitment, selection and assignment of qualified personnel to assure accomplishment of the school's mission by mentoring, promoting, and dismissing personnel;

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12. develop procedures which comply with local policies, state and federal rules and regulations, and contractual agreements; and apply educational law in dealing with curricular issues, student affairs, and personnel administration;
13. utilize the practical applications of organizational theory in the management of the school including strategic planning, utilization of current technology to assist with both instruction and management, and facilitation of the coordination of community service agencies to assure that resources and services are provided to all children;
14. manage the operation and maintenance of the school plant to assure a healthy, safe, and pleasant environment;
15. understand school finance, develop a budget process, and apply the basic principles of financial management; and
16. analyze the dynamics and inter-relationships of local, state, and national politics that impact on the school.

**Superintendent
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

005.03 Superintendent.

005.03A Grade Levels: Pre-kindergarten through grade 12.

005.03B Endorsement Type: Field/Administrative.

005.03C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as superintendent, principal, or other administrative roles at all levels.

005.03D Certification Endorsement Requirements: This endorsement requires a minimum of 60 graduate semester hours (beyond the baccalaureate degree) in an educational administration, completion of a specialist or doctoral degree in an education administration program developed for the preparation of a superintendent, and a one-semester practicum in an approved or accredited school system.

005.03D1 The applicant for this endorsement must have a valid regular teaching certificate or an administrative and supervisory certificate (Principal, Curriculum Supervisor) and at least 2 years of teaching experience.

005.03E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.03E1 The applicant shall be admitted to the program of studies leading to this endorsement following a screening process which shall include (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidates work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining her/his goals for seeking a superintendency.

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(Adopted by the State Board
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**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution should prepare prospective superintendents to:

- A. Facilitate the development, articulation, implementation and stewardship of a vision of learning in a collaborative manner with the school community, including being able to:
 - 1. Facilitate the development of a shared vision that focuses on teaching and learning;
 - 2. Facilitate the development and implementation of a strategic plan that focuses on teaching and learning;
 - 3. Use motivational theory to create conditions that motivate staff, students, and families to achieve the school's vision;
 - 4. Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills;
 - 5. Initiate, manage, and evaluate the change process;
 - 6. Identify and critique several theories of leadership and their application to various school environments; and,
 - 7. Demonstrate knowledge of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
- B. Utilize information, frame problems, and exercise ethical leadership processes to achieve goals, including being able to:
 - 1. Demonstrate a professional code of ethics and values;
 - 2. Conduct needs assessment by collecting information on the students; on staff and the school environment; on family and community values, expectations and priorities;
 - 3. Use qualitative and quantitative data to:
 - a. Make informed decisions,
 - b. Plan and assess school programs,
 - c. Design accountability systems,
 - d. Plan for school improvement, and
 - e. Develop and conduct research;
 - 4. Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement;

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5. Describe national and global conditions affecting schools and their impact on a local district; and,
 6. Analyze and interpret educational data, issues, and trends; and outline possible actions and implications for boards, committees, and other groups.
- C. Demonstrate an understanding of and be able to apply principles of curriculum, instruction, supervision, and the learning environment , including being able to:
1. Create with principals, teachers, parents and students a positive school culture that promotes the highest student achievement in a pluralistic society;
 2. Develop collaboratively a learning organization that supports instructional improvements, builds and appropriate curriculum, and incorporates best practice;
 3. Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates;
 4. Facilitate curriculum design which promotes learning for all students with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs and changing conditions;
 5. Facilitate alignment of content standards with curricular and instructional goals and desired objectives and desired outcomes when developing scope, sequence, and balance;
 6. Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs;
 7. Utilize a variety of supervisory models to improve teaching and learning;
 8. Use effective staffing patterns, student grouping plans, class scheduling, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes; and,
 9. Assess student progress using a variety of appropriate techniques.
- D. Demonstrate an understanding of and be able to apply principles of professional development and human resource management, including being able to:
1. Work with faculty, staff, students, and other constituencies from all cultural and ethnic groups to identify needs for professional development; to organize, facilitate, and evaluate professional development programs; to integrate district and school priorities; to build faculty as resource persons; and to ensure that professional development activities focus on improving student achievement;
 2. Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching,

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- conferencing and other techniques to ensure that knowledge and skills are effective;
 - 3. Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and support staff;
 - 4. Formulate and implement a personal professional development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development;
 - 5. Identify and apply equitable policies, criteria and processes for the recruitment, selection, induction, retention, compensation and separation of personnel, with attention to diversity; and,
 - 6. Negotiate and manage effectively collective bargaining or written agreements.
- E. Demonstrate an understanding of and be able to apply principles of student personnel services, including being able to:
- 1. Apply the principles of student growth and development to the teaching and learning environment and the educational program;
 - 2. Develop with the guidance and teaching staff a full program of student services;
 - 3. Develop and administer policies that promote student health and services in a safe and secure environment, including being able to:
 - a. Describe the characteristics of schools that are safe and responsive to all children,
 - b. Describe early warning signs of potential violence to staff and others,
 - c. Describe principles of intervention for troubled students, staff, and other adults,
 - d. Develop and administer school wide policies that support responsible behavior,
 - e. Develop violence prevention and response plans,
 - f. Analyze the principles underlying a crisis response plan,
 - g. Develop a comprehensive approach to preventing injuries and accidents, and
 - h. Develop policies for the development, implementation ,and evaluation of school safety/security plans;
 - 4. Recognize student and family conditions affecting learning by collaborating with community agencies to integrate services for students from diverse cultural and ethnic groups; and,
 - 5. Plan and manage student activity programs working with staff, students, families, and community to foster student development.
- F. Demonstrate an understanding of and be able to apply the principles of organizational leadership, including being able to:

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1. Establish operational plans and processes to accomplish strategic goals;
 2. Analyze schools as interactive internal systems operating within external environments;
 3. Monitor and evaluate progress towards strategic goal attainment and adjust as necessary;
 4. Use appropriate interpersonal skills;
 5. Use appropriate written, verbal, and nonverbal communication in a variety of situations;
 6. Demonstrate and promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation;
 7. Apply counseling, mentoring, stress management, and conflict management skills;
 8. Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts;
 9. Acquire, manage, and allocate fiscal and non-fiscal resources;
 10. Develop an efficient budget planning process that is driven by district priorities and involves staff and community;
 11. Perform financial management functions including planning, monitoring, and accounting;
 12. Use technological information systems to enrich curriculum and instruction;
 13. Use and evaluate current technologies for school administrative procedures; and,
 14. Develop, implement, and monitor long range plans for district technology systems.
- G. Demonstrate an understanding of and be able to apply the principles of political and community leadership, including being able to:
1. Analyze community and district power structures, and identify major opinion leaders and their relationship to school goals and programs;
 2. Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs;
 3. Communicate and act effectively and equitably with various cultural, ethnic, racial, and special interest groups in the community;
 4. Involve family and community in appropriate policy development, program planning, and assessment processes to ensure the school and community serve one another as resources;
 5. Develop an effective and interactive staff communications plan and community relations program;

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6. Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education;
7. Apply knowledge of common law and contractual requirements and procedures in an educational setting;
8. Define and relate the general characteristics of internal and external political systems as they apply to school settings;
9. Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development;
10. Relate public policy initiatives to student welfare;
11. Make decisions based on the moral and ethical implications of policy options and political strategies;
12. Analyze the major intellectual, social, political, and economic trends and their impact on school contexts; and,
13. Develop appropriate procedures and relationships for working with local governing boards.

**Adapted Physical Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.01 Adapted Physical Education.

006.01A Grade Level: Pre-kindergarten through grade 12.

006.01B Endorsement Type: Supplemental endorsement only. To qualify for this endorsement, the applicant shall have an endorsement in Health and Physical Education or Physical Education or one of the Special Education endorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in pre-kindergarten through grade 12 who have unique needs or verified disabilities. Persons with this endorsement may provide consultant services to teachers of students with unique needs or verified disabilities.

006.01D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of coursework. Applicants may apply up to 12 semester hours of coursework completed as part of subject or field endorsements in Physical Education or Special Education toward requirements of this endorsement. The hours shall include the following:

006.01D1 Course work in special education - 6 semester hours

006.01D2 Course work in the content areas of physical education instruction - 6 semester hours

006.01D3 A minimum of 12 semester hours in adapted physical education courses.

006.01E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Agricultural Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.02 Agricultural Education.

006.02A Grade Levels: 7 – 12.

006.02B Endorsement Type: Field.

006.02C Persons with this endorsement may teach and manage an agricultural education program in grades 7 through 12.

006.02D Certification Endorsement Requirements: This endorsement shall require a minimum of 48 semester hours of agriculture subject matter plus work experience including:

006.02D1 A minimum of 12 semester hours in agricultural education;

006.02D2 A minimum of 36 hours in the areas of: agriculture/agribusiness management, entrepreneurship, agricultural sales and services, plant science, horticulture, natural resources, environmental studies, agricultural mechanics, food science, and leadership;

006.02D3 Work Experience: The endorsement is only available to those persons who have (A) 1000 verified hours of work experience in agriculture/agribusiness, or (B) at least 300 hours of supervised employment in agriculture/agribusiness under the direction of the college or university recommending the endorsement.

006.02E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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of Education on 11/16/00)**

Through the courses identified in its plan, the institution should provide the following content:

- A. A minimum of 12 semester hours of the program should prepare prospective teachers to:
 - 1. manage a comprehensive agricultural education program;
 - 2. utilize advanced instructional technology;
 - 3. access information and resources;
 - 4. analyze community needs and expectations;
 - 5. communicate effectively in both verbal and written form;
 - 6. create curriculum which meets diverse student needs;
 - 7. manage laboratories and field experiences;
 - 8. manage supervised agricultural experience programs for all students;
 - 9. provide information regarding career opportunities in agriculture;
 - 10. research, evaluate, and apply new science technologies;
 - 11. provide leadership to and serve as advisor for FFA and Young Farmers; and
 - 12. provide educational opportunities for adult learners.
- B. A minimum of 36 semester hours should prepare prospective teachers to provide a comprehensive and integrated curriculum in the areas of agriculture/agribusiness management, entrepreneurship, agricultural sales and services, plant science, horticulture, natural resources, environmental studies, agricultural mechanics, food science, and leadership and prepare teachers to:
 - 1. research, evaluate, and apply new technologies in the agricultural industry;
 - 2. analyze the impact of the agriculture industry on the economy of a community, state, nation, and at an international level;
 - 3. describe the local, state, national, and international structures that create agricultural policies in order to make proper management decisions;
 - 4. describe the characteristics of a successful entrepreneur;
 - 5. analyze the interrelationships in business operations of marketing, finance, product development, and business management;
 - 6. analyze the critical elements of human relations and communications related to sales and service, including solving customer problems, customer follow-up, and using ethical business procedures;
 - 7. describe the various crops, including those grown in Nebraska, and the characteristics of each;
 - 8. evaluate cropping decisions, analyze cultural conditions, and solve problems affecting plant growth based on environmental as well as economic considerations;

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9. describe the production, marketing, and economic impact of the horticulture industry;
10. analyze the interrelationships between the agricultural industry and natural resources;
11. describe major features and resources of the ecosystem and their importance to the agriculture industry;
12. analyze global issues related to the finiteness of resources, consumption patterns, and need for clean air, clean water, and solid waste management;
13. describe various species of livestock, including those raised in Nebraska, and the characteristics of each;
14. evaluate livestock management decisions, including profitability and environmental effects including:
 - (a) the fundamentals and interrelationships between nutrition, animal health, reproduction, and genetics on livestock, companion, and non-traditional animals; and
 - (b) the effects of nutrition, animal health, reproduction, and genetics on marketing.
15. describe management practices for companion and non-traditional animals;
16. solve problems in agricultural mechanics, including being able to utilize an operator's manual;
17. demonstrate competence in the basic use of mechanical tools, equipment, facilities, and accessories;
18. describe the interrelationship between the food industry and social culture, including market demand;
19. describe industrial procedures and government regulations related to insuring wholesomeness in food products; and
20. analyze leadership skills and performance situations.

**Anthropology
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.03 Anthropology.

006.03A Grade Levels: 7-12.

006.03B Endorsement Type: Subject.

006.03C Persons with this endorsement may teach anthropology in grades 7 through 12.

006.03D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours of anthropology and 6 semester hours in one or more of the other social science areas (Economics, Geography, History, Political Science, Psychology, and Sociology).

006.03E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should provide the following content:

- A. A minimum of 30 hours in anthropology which should include:
 - 1. historical development and the principal theories of anthropology and archaeology;
 - 2. the evolution of man and culture;
 - 3. the nature and functions of linguistic development;
 - 4. ethnology; and
 - 5. the definitions and analysis of both cultural and physical anthropology.
- B. A minimum of 6 hours in one or more of the other Social Science areas:
 - 1. Economics;

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2. Geography;
3. History;
4. Political Science;
5. Psychology; and,
6. Sociology.

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To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.04 Art.

006.04A Grade Levels: K - 12.

006.04B Endorsement Type: Field.

006.04C Persons with this endorsement may organize and teach art learning experiences for students in kindergarten through grade 12.

006.04D Certification Endorsement Requirements: The endorsement shall require 54 semester hours in art and related clinical experience. This shall include course work which addresses preparation for teaching kindergarten, elementary, middle school, and secondary-aged students.

006.04E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should provide the following content:

- A. Foundations and philosophies of art education.
- B. Planning, organizing, delivering, and assessing a comprehensive art education program to meet the needs of all students.
- C. Knowledge, understanding, and appreciation of art in a variety of contemporary and past cultures.
- D. Describing, analyzing, interpreting, and evaluating works of art.
- E. Aesthetics, the philosophical aspects of art, and the contributions of art to the individual, to community, and to society-at-large.
- F. Understanding and applying a variety of ideas, media, techniques, evolving technologies, and processes in both two and three dimensional art.

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- G. Methodology for integrating art with other content areas.
- H. Established safe instructional practices and safety standards.
- I. Clinical experiences. Students will complete 40 clock hours of clinical experiences in approved or accredited public or private classrooms, which will be divided between elementary and secondary levels.

**Basic Business
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.05 Basic Business.

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject

006.05C Persons with this endorsement may teach basic business education courses in grades 7 through 12.

006.05D Certification Endorsement Requirements: This endorsement shall require a minimum of 33 semester hours in business administration and information technology systems of which a minimum of 3 semester hours must be in information technology systems coursework. The business administration course work shall include preparation in finance, business law, business organization and management, accounting, economics, international business, marketing and insurance.

006.05E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should prepare prospective teachers to be able to:

- A. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The business teacher prepares students:
1. For initial employment and careers in business;
 2. For their roles as consumers and citizens;
 3. For advanced education in business;
 4. For roles as owners and managers of businesses;
 5. To understand the role and function of business in our global society;

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6. To understand the domestic economy and how it is similar to and different from other economies; and
7. To locate, access, use, and present information;
- B. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and community people, and others;
- C. Demonstrate competence in touch keyboarding, the ten-key pad, document formatting, correct technique, and employable speed;
- D. Practice positive and effective management techniques to include programs, learning environment, and activities outside the classroom that support and complement the program;
- E. Integrate the professional student organization into the curriculum;
- F. Communicate effectively with all publics;
- G. Build relationships with various publics to produce a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
- H. Facilitate students in the realization of their full potential through career development;
- I. Demonstrate an understanding of and be able to apply business concepts, principles, and processes in each of the following areas: accounting, economics, marketing, management, business law, and business communications;
- J. Demonstrate an understanding of and be able to apply business concepts, principles, and processes, including being able to:
 1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;
 2. Analyze the role of the consumer in the global economy;
 3. Analyze consumer problems and provide and evaluate a variety of solutions;
 4. Describe the role of the entrepreneur in the economy and the process of starting and maintaining a business;
- K. Identify concepts and strategies needed for career exploration, development and growth in the business area;
- L. Demonstrate the skills and strategies of the positions in business for which they will prepare students;
- M. Demonstrate an understanding of and be able to utilize information technology systems, including:
 1. Operating systems; and
 2. Technological issues and concerns; and
- N. Integrate core academic areas (reading, writing, mathematics, science, social sciences, and history) into business education.

Biology
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)

006.06 Biology.

006.06A Grade Levels: 7-12.

006.06B Endorsement Type: Subject.

006.06C Persons with this endorsement may teach biology in grades 7 through 12.

006.06D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours including 24 semester hours of biology and 12 semester hours of supporting laboratory based courses which include chemistry, earth science and physics.

006.06E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should provide the following content which prepares prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following:

- B. Twenty-four (24) semester hours of Biology course work which includes the following areas:
 - 1. Anatomy and physiology;
 - 2. Botany;
 - 3. Cell biology/biochemistry;

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4. Ecology;
 5. Evolution;
 6. Genetics;
 7. Human biology;
 8. Microbiology;
 9. Zoology.
- C. Twelve (12) semester hours of supporting laboratory based courses in:
1. Chemistry - 4 semester hours;
 2. Earth Science - 4 semester hours;
 3. Physics - 4 semester hours.

**Business Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.07 Business Education.

006.07A Grade Levels: 7-12

006.07B Endorsement Type: Field

006.07C Persons with this endorsement may teach all business education courses and will also be endorsed in Cooperative Education-Diversified Occupations in grades 7 through 12.

006.07D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours, including:

006.07D1 36 semester hours in business administration, including preparation in finance, business law, business organization and management, accounting, economics, international business, marketing, and insurance;

006.07D2 9 semester hours in information technology systems; and

006.07D3 9 semester hours in the foundation, organization, and administration of vocational education; vocational coordination techniques; vocational special needs; and the management of vocational student organizations.

006.07E Work Experience: The endorsement is available only to those persons who have (A) 1000 verified hours of paid work experience in a business-related job; OR (B) at least 300 hours of supervised work experience in a business under the direction of the college or university recommending the endorsement.

006.07F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
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**Business Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
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Through the courses identified in its plan, the institution should prepare prospective teachers to be able to:

- A. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The business teacher prepares students:
 - 1. For initial employment and careers in business;
 - 2. For their roles as consumers and citizens;
 - 3. For advanced education in business;
 - 4. For roles as owners and managers of businesses;
 - 5. To understand the role and function of business in our global society;
 - 6. To understand the domestic economy and how it is similar to and different from other economies; and
 - 7. To locate, access, use, and present information;
- B. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and community people, and others;
- C. Demonstrate competence in touch keyboarding, the ten-key pad, document formatting, correct technique and employable speed;
- D. Practice positive and effective management techniques to include programs, learning environment, and activities outside the classroom that support and complement the program;
- E. Integrate the professional student organization into the curriculum;
- F. Communicate effectively with all publics;
- G. Build relationships with various publics to produce a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
- H. Facilitate students in the realization of their full potential through career development;
- I. Demonstrate an understanding of and be able to apply business concepts, principles and processes in each of the following areas: accounting, economics, marketing, management, business law, and business communications;
- J. Demonstrate an understanding of and be able to apply business concepts, principles, and processes, including being able to:
 - 1. Demonstrate the basic principles of economics as applied to the domestic economic system and its role in the global economy;
 - 2. Analyze the role of the consumer in the global economy;
 - 3. Analyze consumer problems and provide and evaluate a variety of solutions;
 - 4. Describe the role of the entrepreneur in the economy and the process of starting and maintaining a business;
- K. Identify concepts and strategies needed for career exploration, development and growth in the business area;

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- L. Demonstrate the skills and strategies of the positions in business for which they will prepare students;
- M. Demonstrate an understanding of and be able to utilize information technology systems, including:
 - 1. Network management and operating systems;
 - 2. Technology concepts and operations;
 - 3. Management and accounting information systems;
 - 4. Telecommunications; and
 - 5. Technological issues and concerns; and
- N. Integrate core academic areas (reading, writing, mathematics, science, social sciences, and history) into business education.

Chemistry
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)

006.08 Chemistry.

006.08A Grade Levels: 7-12.

006.08B Endorsement Type: Subject.

006.08C Persons with this endorsement may teach chemistry in grades 7 through 12.

006.08D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours including 24 semester hours of chemistry and 12 semester hours of supporting laboratory based courses which include earth science, biology, and physics.

006.08E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should provide the following content:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades.
- B. Twenty-four (24) semester hours of chemistry courses which includes the following:
 - 1. Analytical chemistry;
 - 2. Biochemistry;
 - 3. Inorganic chemistry;
 - 4. Organic chemistry;
 - 5. Physical chemistry.

Chemistry
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- C. Twelve (12) semester hours of laboratory based courses in:
1. Earth Science - 4 semester hours;
 2. Biology - 4 semester hours;
 3. Physics - 4 semester hours.

**Coaching
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.09 Coaching.

006.09A Grade levels: 7-12.

006.09B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have an endorsement as a prerequisite to this endorsement.

006.09C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.09D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of course work related to coaching athletics, such as prevention, care and management of injuries; risk management; growth, development and learning; training, conditioning, and nutrition; psychology of coaching; and coaching theory and methods.

006.09E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Computer Science
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.10 Computer Science.

006.10A Grade Levels: 7-12.

006.10B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have an endorsement as a prerequisite to this endorsement.

006.10C Persons with this endorsement may teach computer science in grades 7 through 12.

006.10D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in computer science courses.

006.10E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should provide the following content:

- A. The science of computation. Coursework should include:
 - 1. Information about computer science as a discipline and formal science related to computation;
 - 2. Historical perspectives of computer science;
 - 3. Current research, trends, and careers related to computer science;
 - 4. Societal impact of computer technology; and
 - 5. Information about the ethical issues and concerns related to computer technology.
- B. Algorithms and data structures. Coursework should include:
 - 1. design, representation, testing, and use of algorithms to solve simple problems;

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2. information on how to fulfill common requirements (searching and sorting) using appropriate problem-solving techniques;
 3. information on the various structures, their operations, and how to use them for data input, organization and common practices such as stacks, queues, etc.; and
 4. analysis of computer algorithms for efficiency and effectiveness.
- C. Software. Coursework should include:
1. object-oriented analysis, design, and programming;
 2. structured analysis, design, and programming emphasizing top-down and modular designs;
 3. the role and function of system software such as operating systems, compilers, and interpreters, and familiarity with platforms currently available (System 7, UNIX, DOS, OS/2, etc.);
 4. the concept of a computer program and the fundamental control structures (sequence, selection, repetition);
 5. the process and criteria for creating efficient and well designed computer applications, including external and internal documentation concepts;
 6. writing and designing programs in at least two common and high level programming languages (BASIC, Pascal, C++, COBAL, etc.); and
 7. the various levels of languages (machine, assembly, and the 3rd and 4th level languages) and types of languages (procedural, structured, function, parallel, and object oriented) with the ability to contrast languages in order to make suitable selections for software design.
- D. Hardware. Coursework should include:
1. study of various hardware platforms currently available for computer programming and software design (Macintosh, IBM, etc.); and
 2. organization and architecture of the traditional computer (CPU, Memory, Input/Output) including data and instruction representations, Boolean logic, gates, circuits, and the fetch and execute cycle.
- E. Organization and management of computer science instruction. Coursework should include:
1. teaching methodologies related to computer science courses, including the incorporation of educational technology; and
 2. resources and educational materials available for computer science education.
- F. Programs to prepare teachers of Computer Science as a discipline should also include means to insure that the candidates understand the science and mathematical nature of computation, the organization of major computer languages, algorithms and data structures, and fundamentals in software development and hardware. The candidates should be proficient in at least two

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common and high-level programming languages (such as BASIC, Pascal, C++, etc.), and be given sufficient experiences to develop initial teaching competence.

Other endorsement areas may, and should have inherent requirements to prepare teachers to utilize the computer as a tool and in other forms of application such as word processing, spreadsheets, data bases, multimedia, telecommunications, and general computer literacy. This endorsement is not intended to meet the needs of those other endorsements, or of a specific endorsement in educational technology as formal specialization. This endorsement is intended to prepare teachers to teach courses such as computer programming, software engineering, and data structures, and other courses related to computer science as a formal discipline and science.

**Cooperative Education/Diversified Occupations
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
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006.11 Cooperative Education – Diversified Occupations.
(formerly Diversified Occupations/School to Work)

006.11A Grade Levels: 7-12

006.11B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.

006.11C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop job-related skills applicable to a variety of careers.

006.11D Certification Endorsement Requirements: This endorsement shall require a minimum of 9 semester hours in professional vocational education, including foundations, organization, and administration of vocational education; coordination techniques; and vocational special needs.

006.11E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of paid, volunteer, or internship work experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.11F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identified the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the ability to be responsible for the ten essential components of cooperative education-work based learning which are: (1) a qualified teacher-coordinator, (2) selected student-learners, (3) related classroom instruction, (4) supervised on-the-job training, (5) selected training stations, (6) training agreements, (7) training plans, (8) coordination of school-based and work-based learning, (9) student evaluation, and (10) utilization of an advisory committee. The institution should also prepare prospective teachers to be able to demonstrate the following criteria:

- A. Demonstrate teacher coordinator knowledge and skills, including being able to:
 - 1. Coordinate students' school site and work site learning experiences to ensure that both are contributing to their education and employability;
 - 2. Coordinate school-based and work-based learning experiences for all students that embrace multiple approaches to learning and thereby meet the needs of students;
 - 3. Select students based on their desire to participate, interest in selecting a tentative career focus, and ability to benefit from the on-the-job learning experience;
 - 4. Teach a related class that supplements the students' on-the-job learning experience;
 - 5. Supervise students' on-the-job learning experiences;
 - 6. Select training stations that provide a meaningful and safe learning environment;
 - 7. Initiate training agreements between students, parents, employers, and the school;
 - 8. Design and monitor training plans that specify the knowledge and skills needed by the student to achieve his/her occupational objective;
 - 9. Evaluate students' school site and work site learning performance in cooperation with their on-the-job supervisor;
 - 10. Utilize an advisory committee comprised of representatives from business, industry, and the community; and
 - 11. Interpret for students, employers, parents, and administrators the legal issues surrounding the employment of minors;
- B. Demonstrate the ability to develop, implement, and evaluate curricula that prepares students for a dynamic and rapidly changing workplace, including:
 - 1. Attainment of workplace readiness skills;
 - 2. Development of communication and interpersonal skills;
 - 3. Utilization of problem-solving and team-work skills;
 - 4. Application and cultivation of leadership skills;

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5. Understanding and application of work-based learning legal requirements;
6. Demonstration of occupational safety practices;
7. Demonstration of occupational competence;
8. Integration of academic skills in the workplace; and
9. Utilization of appropriate technology in school-based and work-site learning experiences.

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Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
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006.12 Driver Education.

006.12A Grade Levels: 7-12.

006.12B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.12C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.12D Certification Endorsement Requirements: The endorsement requires a minimum of 9 semester credit hours in courses that address traffic safety, general safety, first aid, motor vehicle systems, alcohol and drug abuse.

006.12E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and an understanding of driver education curriculum content, including being able to:
 - 1. describe the curriculum and content identified in state rules and regulations,
 - 2. describe the Department of Motor Vehicles rules and regulations,
 - 3. analyze vehicle operating tasks,
 - 4. describe motor vehicle laws,
 - 5. describe the highway transportation system, which includes the interaction of driver, roadway, and vehicle,
 - 6. identify needs of special populations, and
 - 7. identify resources for meeting the needs of special populations;

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- B. Apply the methodology and techniques of driver education classroom instruction, including being able to:
 - 1. select and use equipment and materials,
 - 2. develop driver education curriculum and lesson plans, and
 - 3. diagnose, prescribe, and assess student classroom performance; and
- C. Apply the methodology and techniques of driver education behind-the-wheel instruction, including being able to:
 - 1. model and demonstrate driving proficiency to students; and
 - 2. diagnose, prescribe, and assess student behind-the-wheel performance.

**Early Childhood Education
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006.13 Early Childhood Education

006.13A Grade Levels: Birth through Grade 3

006.13B Endorsement type: Subject

006.13C Persons with this endorsement are prepared to teach children from birth through grade 3 including those with disabilities as defined in 79-1118.01 R.R.S..

006.13D Certification Endorsement Requirements: The endorsement shall require 30 semester credit hours in early childhood education.

006.13E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the following criteria:

- A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading/writing, mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades one and four.
- B. Child growth, development, and learning.
 - 1. Use knowledge of how children with a range of abilities and disabilities develop and learn in order to provide opportunities that support child growth and development for children from birth through grade 3;
 - 2. Use knowledge of how children with a range of abilities and disabilities develop and learn in order to provide opportunities that support individual differences in development and learning;
 - 3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning; and

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4. Select and use appropriate tools and resources for the assessment of the development and learning of young children.
- C. Relations with families.
1. Describe the role of the family and community in the care and education of young children;
 2. Facilitate communication and cooperation with families and children with a range of abilities and disabilities; and
 3. Facilitate school partnerships with family and community.
- D. Curriculum development, content, and implementation.
1. Plan and implement developmentally appropriate and integrated learning activities for all young children in the areas of language, literacy, mathematics, science, social studies, the arts, and health and safety;
 2. Plan and manage developmentally appropriate learning environments that promote physical, cognitive, social and emotional growth in all young children;
 3. Plan and implement developmentally appropriate methods for young children's learning; and
 4. Use on-going assessment processes in order to develop and adapt programs for young children with a range of abilities and disabilities.
- E. Professionalism in early childhood education.
1. Describe the historical, philosophical, and social foundations of early childhood education; and
 2. Describe current issues, legislative and public policy trends, ethics, and advocacy in early childhood education.
 3. Field and clinical experiences. The program shall provide prospective teachers with opportunities to:
 - a. Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, community agencies, and schools) in which young children with a range of abilities and disabilities, who reflect diverse family systems, from birth through age 8 and their families are served; and
 - b. Have pre-student teaching field and clinical experiences with at least two of the three age groups (infants/toddlers, preprimary, primary school children), for an accumulated ninety (90) clock hours. A minimum of twenty percent (20%) of the hours shall include working with children who have a range of disabilities.

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006.14 Early Childhood Education Unified

006.14A Grade Levels: Birth -Grade 3

006.14B Endorsement type: Field

006.14C Persons with this endorsement may teach infants, toddlers, and children from birth through grade 3 including those with disabilities as defined in 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.

006.14D Certification Endorsement Requirements: The endorsement shall require a minimum of 45 semester hours of courses that include knowledge of Early Childhood Education and Special Education including curriculum and methodology appropriate for all curriculum areas of the primary grades.

006.14E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the following criteria:

- A. Child Development and Learning.
 - 1. Use knowledge of how children develop and learn to provide opportunities that support child growth and development for infants and toddlers, preprimary and primary school children, with a range of abilities and disabilities, in the intellectual, communicative, physical-motor, social-emotional, aesthetic, and adaptive behavioral areas of development and learning;
 - 2. Use knowledge of how children develop and learn to provide opportunities that support individual differences in development and

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- learning, with special attention to risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities;
 - 3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning;
 - 4. Identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning; and
 - 5. Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.
- B. Assessment and Evaluation.
- 1. Use an on-going assessment process in order to develop, monitor, adapt and evaluate programs for young children;
 - a. Use a wide range of on-going assessment strategies in natural settings to develop a complete description of each child for the purpose of planning developmentally appropriate programs, environments, interactions, and for seeking necessary consultation from specialists;
 - 1. Observe, record, and assess young children's development and learning using a variety of informal and formal instruments and processes including observational methods;
 - 2. Select and administer culturally unbiased assessment instruments and processes based on the purpose of the assessment being conducted, the needs of the child, and in compliance with established criteria and standards;
 - 3. Demonstrate understanding and knowledge of cultural/linguistic influences, other environmental influences and various learning styles on assessment practices and results;
 - 4. Share assessment results with families in a clear, supportive way, and integrate assessment data in order to make decisions about children's learning and development for the purpose of planning and implementing appropriate programs, including Individual Family Service Plans (IFSP'S) and Individual Education Programs (IEP'S) for infants and young children with disabilities;
 - 5. Participate and collaborate with other providers and family members conducting family-centered assessments and

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- make referrals to specialists for consultation as appropriate; and
 - b. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.
- C. Curriculum Development and Implementation.
 - 1. Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge about individual children, groups of children, families, and communities;
 - a. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments;
 - b. Implement developmentally appropriate individual and group activities using a variety of formats such as, play, environmental routines, parent-child activities, small group projects, flexible grouping, cooperative learning, inquiry experiences, and systematic instruction as needed to help children develop dispositions of independence and curiosity, and problem solving, decision making, and communication skills;
 - c. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally and family valued content, children's home experiences, and language differences;
 - d. Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including communication and literacy, mathematics, science, health, safety, nutrition, social sciences, art, music, drama, movement, social and cognitive skills;
 - e. Use a variety of instructional strategies and environments for the range of developmental needs of children including those who have unique talents, learning and developmental needs, or specific disabilities;
 - f. Develop and implement IFSP's or IEP's for infants and young children with disabilities, incorporating both child and family outcomes, in partnership with family members and other professionals;
 - g. Support and facilitate family and child interactions as primary contexts for learning and development;
 - h. Demonstrate appropriate use of technology with young children including assistive technologies for children with disabilities;

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- i. Plan for and link current learning experiences and teaching strategies with those of the child's next educational setting;
- 2. Incorporate knowledge and strategies from multiple disciplines (for example, medical, allied health, social service) into the design of instructional strategies and integrate goals into daily activities and routines at home and in education and care settings;
 - a. Integrate basic health, nutrition, feeding, and safety management practices for young children, including procedures regarding childhood illness and communicable diseases;
 - b. Integrate aspects of adaptive care for children who have a history of significant low birth weight, or have other complex medical needs, including methods for care of young children dependent on technology with programs focused on overall child development and family resources, concerns, and priorities;
- 3. Use environmental assessments, individual and group guidance, and problem-solving techniques to develop positive and supportive relationships with children, to encourage and facilitate positive social skills and social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem;
 - a. Demonstrate the understanding of and the ability to assess the influence of the environment, including physical setting, space, time, peers, materials, adults, schedules, routines, and transitions on children's behaviors and use these experiences to promote children's overall social skills, development, and learning in education, care, and home settings;
 - b. Select and implement methods of behavior support and management appropriate for all young children, such as, a range of strategies from less directive, less intrusive methods (e.g., scaffolding and modeling) to more directive, more structured methods (e.g., applied behavior analysis) that respect and reflect the children's cultural and individual backgrounds and current needs;
- 4. Establish and maintain physically and psychologically safe and healthful learning environments that promote development and learning;
 - a. Provide an indoor and outdoor environment that employs developmentally appropriate materials, media, and technology, including adaptive and assistive technology;
 - b. Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, the

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- development of mental health, and the importance of supportive relationships;
 - c. Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services; and
 - d. Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- D. Family and Community Relationships.
- 1. Establish and maintain positive, collaborative relationships with families, community agencies and other professionals to meet the needs of the child;
 - 2. Apply family systems theory and knowledge of the dynamics, roles, and relationships within families, schools and communities;
 - 3. Demonstrate knowledge and sensitivity to differences in family structures and cultures in terms of family strengths, expectations, values, and child-rearing practices;
 - 4. Assist families in identifying resources, priorities, and concerns in making decisions related to their child's development;
 - 5. Link families with a range of family-oriented services based on the family's needs, identified resources, priorities, and concerns; and
 - 6. Solicit and respect parents' choices and goals for their child and incorporate them to support the development, learning, and well-being of the child.
- E. Professionalism.
- 1. Understand state and federal legislation, public policy and legal issues which affect all young children, with and without disabilities and their families; and identify ethical and policy issues related to care and education, and medical services for young children;
 - 2. Understand historical, philosophical and social foundations of comprehensive early childhood care and education;
 - 3. Identify current professional trends and issues which inform and improve practices, advocate for quality programs for young children and their families, and enhance the professional status and working conditions of comprehensive early childhood care and education professionals;
 - 4. Understand principles of administration, organization and operation of programs for children, birth through age 8, and their families, including staff and program development, supervision, and evaluation of staff, and continuing improvement of programs and services;

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5. Adhere to professional and ethical codes related to comprehensive early childhood care and education; and
 6. Reflect upon their own professional practices and identify resources for on-going development as comprehensive early childhood care and education professionals.
- F. Field Experiences.
1. Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, community agencies, and schools) in which young children with a range of abilities and disabilities, who reflect diverse family systems, from birth through age 8 and their families are served; and
 2. Have pre-student teaching field and clinical experiences with each of the three age groups (infants/toddlers, preprimary, primary school children). The experiences should consist of at least thirty (30) clock hours with each group. A minimum of twenty percent (20%) of the hours in each age group should include working with children who have a range of disabilities.

**Earth Science
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.15 Earth Science.

006.15A Grade Levels: 7-12.

006.15B Endorsement Type: Subject.

006.15C Persons with this endorsement may teach earth science in grades 7 through 12.

006.15D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours including 24 semester hours of earth science and 12 hours of supporting laboratory based courses which includes chemistry, biology and physics.

006.15E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should provide the following content which prepares prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following:

- B. Twenty-four (24) semester hours of earth science, which includes the following areas:
 - 1. Astronomy;
 - 2. Geology;
 - 3. Meteorology;

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4. Natural resources/environmental studies; and
 5. Oceanography.
- C. A minimum of 12 semester hours of supporting laboratory based courses as follows:
1. Chemistry - 4 semester hours;
 2. Biology - 4 semester hours; and
 3. Physics - 4 semester hours

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006.16 Economics.

006.16A Grade Levels: 7-12.

006.16B Endorsement Type: Subject.

006.16C Persons with this endorsement may teach economics in grades 7 through 12.

006.16D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours of economics and 6 semester hours in one or more of the other social science areas (Anthropology/Sociology, Geography, History, Political Science, and/or Psychology).

006.16E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following:

- B. A minimum of 30 hours in economics which should include:
 - 1. the historical development of economics systems;
 - 2. theories and practices of economics;

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3. the relationship of government to economics;
 4. modern comparative economic systems; and
 5. the contrasts between micro-economics and macro-economics.
- C. A minimum of 6 hours in one or more of the other Social Science areas:
1. Anthropology/Sociology;
 2. Geography;
 3. History;
 4. Political Science; and/or
 5. Psychology.

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006.17 Elementary Education.

006.17A Grade levels: K-6 (K-8 in self-contained classrooms).

006.17B Endorsement type: Field.

006.17C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.17D Certification Endorsement Requirements: This endorsement shall require academic course work in all areas of the elementary curriculum and 40 semester hours of professional education course work related to teaching children from kindergarten through grade eight.

006.17D1 The minimum of 40 semester hours of professional education course work shall include the following:

006.17D1a Child growth and development;

006.17D1b Curriculum and methodology appropriate for all areas of the elementary school curriculum;

006.17D1c Organization and management of the classroom;

006.17D1d Communication with parents and other adults; and

006.17D1e History and trends in elementary education.

006.17D2 Course work in all academic areas of the elementary curriculum includes:

006.17D2a Communication, including composition and speech;

006.17D2b Health and wellness;

006.17D2c Humanities, including literature;

006.17D2d Mathematics;

006.17D2e Natural sciences;

006.17D2f Social sciences; and

006.17D2g Fine arts.

*(Elementary Education Endorsement is
continued onto the next page)*

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006.17D3 Clinical experiences. The clinical experiences shall include at least 100 clock hours of working with elementary-aged students.

006.17E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social studies as defined in the Nebraska Content Standards for first, fourth, and eighth grades;
- B. Demonstrate academic background knowledge in all areas of the elementary curriculum and be able to utilize the knowledge, skills, and processes of:
 - 1. communication, including composition and speech;
 - 2. health and wellness;
 - 3. humanities, including literature;
 - 4. mathematics;
 - 5. natural sciences;
 - 6. social sciences; and
 - 7. fine arts.

Through the professional education course work, the program should prepare prospective teachers to:

- C. Demonstrate an understanding of and be able to apply knowledge and understanding of growth and development of children and young adolescents in physical, social, emotional, language, creative and cognitive areas, giving equal emphasis to the developmental levels, including being able to:
 - 1. recognize typical and atypical patterns in growth and development;

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2. plan, implement, and evaluate environments and activities appropriate to the various developmental levels of children and young adolescents, including students and situations which reflect atypical patterns; and
 3. collect data and utilize assessment skills appropriate for the classroom teacher.
- D. Demonstrate methodological skills and strategies for teaching and integrating:
1. Reading and Language Arts, including:
 - a. graphophonic (systematic phonics and spelling), semantic (meaning), and syntactic (grammar) cueing systems to promote mastery of reading and the other language arts;
 - b. extensive reading and writing skills;
 - c. reading for enjoyment and understanding; and
 - d. the development of fluent reading and writing.
 2. Mathematics;
 3. Social Sciences;
 4. Health;
 5. Physical Education;
 6. Natural Science;
 7. Art; and
 8. Music.
- E. Demonstrate an understanding of and be able to apply:
1. a variety of teaching skills and strategies such that instruction and creation of the learning environment is appropriate for each level, kindergarten through eighth grade, and for special populations;
 2. developmental and learning theories to the teaching and learning processes;
 3. strategies for the identification, design, and adaptation of the curriculum based on the developmental needs of children and young adolescents;
 4. a variety of contemporary and traditional instructional techniques and technologies;
 5. skills in preparing, interpreting, and utilizing teacher-made assessments for the purpose of planning instruction; and
 6. methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples.
- F. Demonstrate an understanding of and be able to apply theories and procedures for effective organization and management of kindergarten through eighth grade classrooms, including being able to:

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1. correlate, and organize learning experiences so they are commensurate with the needs, interests, and physical and mental abilities of the students;
 2. utilize alternative ways to organize time, materials, activities, and classroom surroundings to provide optimum learning opportunities for students; and
 3. manage student behavior while concurrently promoting self-discipline and positive self-image.
- G. Demonstrate an understanding of and be able to apply communication skills in working with parents and other adults, including being able to:
1. describe the characteristics of various types of families and communities; and
 2. conduct conferences and communicate with parents and other adults representing varying cultural backgrounds.
- H. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.
- I. Clinical experiences. Prospective teachers should be engaged in clinical experiences interpreting the knowledge and skills in C-H and which include interactions with:
1. students in kindergarten, primary, and intermediate grades; and
 2. children and young adolescents representing special populations.

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006.18 English.

006.18A Grade Levels: 7-12.

006.18B Endorsement Type: Subject.

006.18C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.18D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in writing, language, and literature course work.

006.18E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards for eighth and twelfth grades.
- B. Demonstrate knowledge and understanding of the English language, including being able to:
 - 1. demonstrate an understanding of language acquisition and development;
 - 2. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
 - 3. recognize the impact of cultural, economic, political, and social environments upon language;

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4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
 5. demonstrate an understanding of how and why the English language evolves;
 6. demonstrate an understanding of English grammars;
 7. demonstrate an understanding of syntax and phonology; and
 8. demonstrate an understanding of the various purposes for which language is used.
- C. Prospective teachers should demonstrate knowledge and understanding of reading processes, including being able to:
1. demonstrate how to respond to and interpret literature in different ways;
 2. demonstrate how to discover and create meaning from texts, including non-print media;
 3. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts; and
 4. demonstrate an understanding of the uses of reading for different purposes, including reading in the workplace.
- D. Prospective teachers should demonstrate knowledge and understanding of different composing processes, including being able to:
1. use a wide range of writing strategies to generate meaning and to clarify understanding;
 2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;
 3. demonstrate how written discourse can influence thought and action; and
 4. revise, edit, and proofread written text.
- E. Prospective teachers should demonstrate knowledge and understanding of an extensive range of literature, including being able to:
1. demonstrate knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:
 - a. literature from a range of cultures;
 - b. literature from a range of genres;
 - c. literature by authors of both genders;
 - d. literature by authors of color;
 - e. literature written specifically for older children and young adults; and
 - f. works of literary theory, history, and criticism.
- F. Prospective teachers should demonstrate knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to:

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1. recognize the influence of media on culture and on people's actions and communication; and
 2. display an understanding of the role of technology in communication.
- G. Prospective teachers should demonstrate methods of research in English, such as, use of the library and electronic resources, and field research.

**English As A Second Language - Undergraduate
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.19 English As A Second Language - Undergraduate.

006.19A Grade Levels: K-12.

006.19B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement.

006.19C Persons with this endorsement may teach English as a second language in grades kindergarten through twelfth.

006.19D Certification Endorsement Requirements: This endorsement shall require a minimum of 15 undergraduate semester hours course work in English as a Second Language, English language/Linguistics, Cross-Cultural Communication, Methods in English as a Second Language, and Assessment and Evaluation of Second Language Learners. Applicants must present competence in a foreign language equivalent to two (2) semesters of post secondary foreign language course work or two (2) years of high school foreign language.

006.19D1 Clinical Experiences. Prospective teachers shall be engaged in clinical experiences at both the elementary and secondary levels.

006.19D2 Practicum. Prospective teachers shall be engaged in a one semester practicum.

006.19E Endorsements Program requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Facilitate students and families' understanding of the new culture, including the educational system;
- B. Create linkages with families that enhance the educational experiences of their students;
- C. Create a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively in acquiring anti-bias strategies;
- D. Demonstrate knowledge of and sensitivity to socio-linguistic requirements as they change across cultures;
- E. Demonstrate knowledge of American English syntax, morphology, variations, and spoken and written conventions;
- F. Utilize knowledge of language and language development to:
 - 1. Understand their students' growth in both their primary and new language.
 - 2. Develop instructional strategies that promote language development, and
 - 3. Modify the curriculum to best accommodate the needs of new language learners.
- G. Demonstrate knowledge of basic federal and state laws related to limited English proficient students;
- H. Provide multiple paths to assist students in:
 - 1. Developing language proficiency,
 - 2. Learning the central concepts in each pertinent discipline, and
 - 3. Building knowledge and strengthening their understanding of the various disciplines.
- I. Utilize a variety of assessment methods to:
 - 1. Obtain useful information about student placement, learning, and development, and
 - 2. Assist students in reflecting on their own progress.
- J. Create goals, design curricula and instruction, and facilitate student learning in specific content areas which builds on the student's linguistic and cultural diversity, and prior knowledge;
- K. Select from or create a variety of approaches, resources, and instructional strategies that allows students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways;
- L. Engage in reflective thinking that engages them in analyzing, evaluating, and strengthening the quality of their own practice and programs;

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- M. Consult and collaborate with colleagues in the advancement of knowledge and interpersonal skills, including strategies for modeling and advocating for the civil rights of students;
- N. Utilize methodology and strategies for teaching students who have had no or limited school experiences;
- O. Utilize methodology and strategies for teaching reading to second language learners, including both students who are literate and those who are non-literate in their first language.

**English As A Second Language – Beyond Baccalaureate
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.20 English As A Second Language – Beyond Baccalaureate

006.20A Grade Levels: K-12.

006.20B Endorsement Type: Supplemental endorsement. This endorsement requires an applicant to have a valid regular teaching certificate.

006.20C Persons with this endorsement may teach English as a Second Language in grades K-12.

006.20GD Certification Endorsement Requirements: This endorsement shall require a minimum of 12 graduate semester hours of course work in English as a Second Language, Linguistics, Cross-Cultural Communication, Curriculum Design for English as a Second Language, and Methods in Teaching English as a Second Language.

006.20D1 Clinical Experiences. Prospective teachers shall be engaged in clinical experiences at elementary and secondary grade levels.

006.20D2 Internship. Prospective teachers shall be engaged in a one-semester K-12 internship.

006.20E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Facilitate students and families' understanding of the new culture, including the educational system;
- B. Create linkages with families that enhance the educational experiences of their students;

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- C. Create a caring, inclusive, safe and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively in acquiring anti-bias strategies;
- D. Demonstrate knowledge of and sensitivity to socio-linguistic requirements as they change across cultures;
- E. Demonstrate knowledge of American English syntax, morphology, variations, and spoken and written conventions;
- F. Utilize knowledge of language and language development to:
 - 1. Understand their students' growth in both their primary and new languages,
 - 2. Develop instructional strategies that promote language development, and
 - 3. Modify the curriculum to best accommodate the needs of new language learners.
- G. Demonstrate knowledge of basic federal and state laws related to limited English proficient students;
- H. Provide multiple paths to assist students in:
 - 1. Developing language proficiency,
 - 2. Learning the central concepts in each pertinent discipline, and
 - 3. Building knowledge and strengthening their understanding of the various disciplines.
- I. Utilize a variety of assessment methods to:
 - 1. Obtain useful information about student placement, learning and development, and
 - 2. Assist students in reflecting on their own progress.
- J. Create goals, design curricula and instruction, and facilitate student learning in specific content areas which builds on the student's linguistic and cultural diversity, and prior knowledge;
- K. Select from or create a variety of approaches, resources, and instructional strategies that allows students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways;
- L. Engage in reflective thinking that engages them in analyzing, evaluating, and strengthening the quality of their own practice and programs;
- M. Consult and collaborate with colleagues in the advancement of knowledge and interpersonal skills, including strategies for modeling and advocating for the civil rights of students;
- N. Utilize methodology and strategies for teaching student who have had no or limited school experience;
- O. Utilize methodology and strategies for teaching reading to second language learners, including both students who are literate and those who are non-literate in their first language.

**Family and Consumer Sciences
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.21 Family and Consumer Sciences.

006.21A Grade Levels: 7-12.

006.21B Endorsement Type: Field.

006.21C Persons with this endorsement may teach family and consumer sciences courses in grades 7 through 12 and also function as a resource person in family and consumer sciences within the total educational system.

006.21D Certification Endorsement Requirements: This endorsement shall require 51 semester hours, including 45 semester hours of family and consumer sciences subject matter and a minimum of 6 semester hours in foundation, organization, and administration of vocational education, vocational special needs, and the management of vocational student organizations.

006.21E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the following criteria:

- A. Demonstrate an understanding that the work of the family refers to the action within the family or collectively on behalf of families to meet and support individuals' needs, develop lasting and nurturing relationships throughout life and to make informed socially responsible decisions and take actions that support a democratic society;
- B. Identify recurring concerns, broad concepts embedded in those concerns, and provide potential solutions as related to diverse families, workplaces, and communities;

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- C. Use practical reasoning to investigate and resolve complex questions of concern to individuals and families;
- D. Apply critical thinking and reasoning processes in taking responsible actions in diverse families, workplaces and communities;
- E. Use the family systems of action (technical, communicative and emancipative) to address the recurring concerns of individuals and families;
- F. Analyze factors (theoretical views, principles, resources and skills) that affect the well-being of individuals and families in a global society related to textiles and apparel, nutrition and wellness, living environments, human development, family relations, parenting, and consumer resources and management, and how decisions made in each area impact society;
- G. Examine the impact of technology on the well being of individuals, families, and society;
- H. Demonstrate an understanding of and be able to apply interpersonal skills that contribute to positive relationships in families, work and community settings;
- I. Identify how skills learned in the family transfer to work outside of the family setting;
- J. Demonstrate an understanding of the principles of human growth and development across the life span;
- K. Analyze roles/responsibilities of parenting and evaluate practices that maximize growth and development;
- L. Integrate the core academic areas (reading/writing, mathematics, sciences, social sciences/history) into Family and Consumer Sciences curriculum;
- M. Apply the principles and skills related to the organization and management of local chapters, and integrate Family, Career and Community Leaders of America (FCCLA) into the curriculum;
- N. Analyze the individual's ability to balance multiple roles in the family, work/career, and community.

**Family and Consumer Sciences Related Occupations
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.22 Family and Consumer Sciences Related Occupations.

006.22A Grade Levels: 7-12.

006.22B Endorsement Type: Supplemental Endorsement Only. This endorsement requires an applicant to have, or to earn concurrently, an endorsement in Family and Consumer Sciences.

006.22C Persons with this endorsement may coordinate, teach and supervise programs of instruction that develop job-related skills related to family and consumer sciences. Persons with this endorsement will also be endorsed in the Cooperative Education/Diversified Occupations endorsement.

006.22D Certification Endorsement Requirements: This endorsement shall require a minimum of 3 semester hours of Coordination Techniques.

006.22D1 Work Experience: The endorsement is available only to those persons who have either (A) 1000 verified hours of paid work or a combination of paid and volunteer work related to Family and Consumer Sciences, OR (B) at least 300 hours of supervised work experience in Family and Consumer Sciences Related Occupations under the direction of the college or university recommending the endorsement. Note: Not more than one half of the 1000 hours can be volunteer.

006.22E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Foreign Language
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
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006.23 Foreign Language: Any language other than English, not including sign language/hearing impaired or computer languages.

006.23A Grade Levels: K-6, 7-12, or K-12.

006.23B Endorsement Type: Subject.

006.23C Persons with this endorsement may teach foreign language at the grade levels for which they have been prepared.

006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours of foreign language. This endorsement also requires a minimum of 40 clock hours of field and clinical experiences.

006.23E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate intermediate-high level of proficiency in the target language by being able to:
 - 1. handle successfully most uncomplicated communicative tasks and social situations. The applicant can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. The limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The speaker can

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- generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required;
2. sustain understanding over stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details;
 3. read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. The applicant has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. The applicant may have to read material several times for understanding; and
 4. meet most practical writing needs and limited social demands. The applicant can take notes in some detail on familiar topics and respond in writing to personal questions. He/she can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expression to express time, tense, or aspect, the applicant displays some precision; where tense and/or aspect is expressed through verbal inflections, forms are produced rather consistently, but not always accurately. He/she has an emerging ability to describe and narrate in paragraphs. He/she rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. The writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
- B. Demonstrate the relationships between culture and language learning, including the ability to:
1. demonstrate an understanding of the relationship between the perspectives and practices of the target culture and use this knowledge to interact effectively in cultural contexts;
 2. demonstrate an understanding of the relationship between the perspectives and products/contributions of the target culture; and
 3. utilize authentic materials for foreign language instruction, including instruction regarding the target culture.
- C. Engage in appropriate pedagogical practices, including the ability to:

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1. demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students, including:
 - a. use of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the foreign language classroom;
 2. demonstrate an understanding of how students differ in their approaches to foreign language learning and are able to adapt instructional strategies to encourage all students' cognitive development;
 3. analyze the impact of diverse learning styles and thinking processes in order to produce meaningful language experiences for all students;
 4. create learning environments that encourage positive social interaction, motivation, and active engagement in learning foreign languages;
 5. plan, implement, and assess foreign language curriculum goals and content which reflect school district guidelines, student needs, and the communities they represent;
 6. be reflective foreign language teachers who continually evaluate the impact of instructional decisions on others (students, parents, and professionals in the learning community);
 7. integrate foreign language and other content areas; and
 8. describe how different languages use different patterns to communicate and apply this knowledge to their own language.
- D. Work with families, other professionals, and diverse communities, including the ability to:
1. foster relationships and collaborative skills with families, colleagues, and community agencies to support foreign language acquisition;
 2. seek appropriate multicultural connections and integrate those perspectives into the foreign language curriculum to prepare students for participation in a diverse world; and
 3. become actively involved in leadership opportunities that promote professional growth in the foreign language area.
- E. Demonstrate how facility in a foreign language promotes career opportunities and interpersonal skills.
- F. Field and Clinical Experiences. The program should provide applicants with opportunities to:
1. observe and participate in a variety of settings (e.g., public and/or private school classrooms, community agencies, and/or businesses) where foreign language instruction is occurring or the applicant is engaged in utilization of the target language;

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2. the experiences should consist of a minimum of 40 clock hours; and
 3. for applicants seeking a K-12 endorsement, the experiences should be divided between elementary and secondary levels.
- G. Specific requirements related to the elementary age level. The program should prepare applicants seeking K-6 or K-12 endorsements to:
1. demonstrate knowledge of a variety of children/adolescent books written in the target language.

**General Art
Endorsement Guidelines
To Accompany Rule 24
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of Education on 11/16/00)**

006.24 General Art.

006.24A Grade Levels: K-6.

006.24B Endorsement Type: Subject.

006.24C Persons with this endorsement may organize and teach art and art learning experiences for students in kindergarten through grade 6.

006.24D Certification Endorsement Requirements: The endorsement shall require 24 semester hours in art and art education.

006.24E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should provide the following content:

- A. Foundations and philosophies of art education.
- B. Planning, organizing, delivering, and assessing a comprehensive art education program to meet the needs of all students.
- C. Knowledge, understanding, and appreciation of art in a variety of contemporary and past cultures.
- D. Describing, analyzing, interpreting, and evaluating works of art.
- E. Aesthetics, the philosophical aspects of art, and the contributions of art to the individual, to the community, and to society-at-large.

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- F. Understanding and applying a variety of ideas, media, techniques, evolving technologies, and processes in both two and three dimensional art.
- G. Methodology of integrating art with other content areas.
- H. Established safe instructional practices and safety standards.

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006.25 Geography.

006.25A Grade Levels: 7-12.

006.25B Endorsement Type: Subject.

006.25C Persons with this endorsement may teach geography in grades 7 through 12.

006.25D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in geography and 6 hours in one or more of the other social science areas (Anthropology/Sociology, Economics, History, Political Science, and/or Psychology).

006.25E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following:

- B. A minimum of 30 hours in geography which should include political, physical, human, economic and cultural geography; and applications of and trends in all such areas.
- C. A minimum of 6 hours in one or more of the other Social Science areas (Anthropology/Sociology, Economics, History, Political Science, and/or Psychology).

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006.26 Health.

006.26A Grade Levels: 7-12.

006.26B Endorsement Type: Subject.

006.26C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.26D Certification Endorsement Requirements: The health education endorsement program requires a minimum of 27 semester hours in health courses.

006.26E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should provide the following content:

- A. Foundations and philosophies of health education,
- B. Behavioral, social, and natural science of health education,
- C. Aims and objectives of a comprehensive school health education program,
- D. Organizing, planning, administering, and assessing a comprehensive school health education program,
- E. Emergency care and injury prevention,
- F. Chemical health,
- G. Family life education,
- H. Emotional and mental health,
- I. Community and environmental health,
- J. Disease prevention control,
- K. Health careers,

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- L. Personal health and physical fitness, and
- M. Consumer health.

**Health and Physical Education
Endorsement Guidelines
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(Adopted by the State Board
of Education on 11/16/00)**

006.27 Health and Physical Education.

006.27A Grade Levels: K-12.

006.27B Endorsement Type: Field.

006.27C Persons with this endorsement may teach health and physical education at the elementary and secondary school levels.

006.27D Certification Endorsement Requirements: This endorsement requires 51 semester hours of preparation in health and physical education courses.

006.27E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should provide the following content:

- A. A minimum of 24 hours, which should include at least 9 semester hours of course work in child growth and development, motor skills, affective behavior, and adapted physical education at each elementary and secondary school level.
- B. A minimum of 24 hours should be required in health education courses which should include all areas required in the Health Education endorsement.

**Health Occupations
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.28 Health Occupations.

006.28A Grade Levels: 7 – 12.

006.28B Endorsement Type: Subject.

006.28C Persons with this endorsement may teach and manage a health occupations education program in grades 7-12 and function as a resource person in health within the total educational system.

006.28D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 semester hours of health occupations and vocational education course work plus work experience.

006.28D1 Health Occupations Experience: Prospective health occupations teachers must complete a minimum of 100 clock hours of observation (shadowing) of health care workers, including persons in an acute care facility, out-patient setting, and community health agency setting, OR have work experience in a health care occupation equivalent to one (1) full year within the last five (5) years.

006.28E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Manage a health occupations program.
- B. Develop curriculum to prepare students for entry-level positions in health care settings.
- C. Integrate special population students into the health occupations program.
- D. Integrate health occupations education and all academic areas.
- E. Apply knowledge of anatomy, physiology, and related sciences to health care.

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- F. Coordinate observational (e.g., shadowing) and clinical experiences for students under the supervision of an appropriate health care worker who has the necessary licensure/certification/registration.
- G. Collaborate with health care businesses for the mutual benefit of the students, business, and school district.
- H. Cooperate with the school counselors and guidance personnel in providing career exploration and preparation for health care occupations.
- I. Participate in development of articulated curriculum among different levels of education.
- J. Establish and work with an advisory committee for the health occupations education program in the school.
- K. Provide leadership to and serve as an advisor for Health Occupations Students of America (HOSA).
- L. Provide students with:
 - 1. information about the history and trends in health care, including the breadth of occupational possibilities and appropriate preparation;
 - 2. skill in analyzing how a particular occupation relates to the overall health care environment;
 - 3. skill in using medical and health care terminology;
 - 4. skill in using charts, records, reports, and manuals;
 - 5. skills in clear and accurate communication, including: (A) oral communication that is sensitive to cultural and linguistic differences, (B) ability to ascertain if a communication has been accurately understood, and (C) report writing;
 - 6. ability to apply knowledge of human growth and development to health care of persons of all ages;
 - 7. skills for successful employability in the health industry;
 - 8. ability to access and use electronically-produced information;
 - 9. ability to identify legal responsibilities, limitations, and the implications of their actions within a variety of health care delivery settings;
 - 10. ability to implement the ethical practices and established ethical guidelines for those providing health care;
 - 11. skill in following health and safety policies, regulatory standards, and safe procedures, particularly universal precautions; and
 - 12. ability to work in cooperation with other health care team members, and assume leadership when appropriate.

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006.29 High Ability Education.
(formerly Gifted)

006.29A Grade Levels: K-12.

006.29B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.29C Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability; develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in grades kindergarten through 12.

006.29D Certification Endorsement Requirements: This endorsement shall require a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience.

006.29E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program shall have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of the historical, philosophical, and legal perspectives of education for learners with high ability.
- B. Recognize the unique developmental characteristics, as well as the cognitive, emotional and social needs of learners with high ability.
- C. Identify learners with high ability using multiple sources and multiple criteria.
- D. Develop and prescribe appropriate curriculum to meet the unique needs of learners with high ability.

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- E. Apply appropriate instructional methods, models, and materials to meet the unique needs of learners with high ability.
- F. Demonstrate use of appropriate evaluation practices and instruments to monitor and report the progress of learners with high ability.
- G. Conduct evaluation of programming effectiveness.
- H. Consult and collaborate with a variety of audiences regarding all aspects of education for learners with high ability.
- I. Apply appropriate resources to facilitate the positive social and emotional development of learners with high ability.
- J. Identify learners with high ability in under-served populations and provide appropriate services to those students.
- K. Clinical Experiences: The clinical experiences should provide teachers with opportunities to:
 - 1. have clinical experiences with elementary and secondary students with high ability, under the auspices of a qualified educator of learners with high ability. The experiences should consist of a minimum of 90 clock hours, and
 - 2. provide consultation services under supervision.

**History
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.30 History.

006.30A Grade Levels: 7-12.

006.30B Endorsement Type: Subject.

006.30C Persons with this endorsement may teach history in grades 7 through 12.

006.30D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours of history and a minimum of six hours in one or more of the other social science areas (Anthropology/Sociology, Economics, Geography, Political Science, and/or Psychology.)

006.30E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following content:

- B. A minimum of 30 hours in history which should include the origins and historical development of various world cultures, the relationships of the political, economic, cultural and social forces that have shaped world civilization and the American heritage, and the future options of the human race based on the ebb and flow of past history.
- C. A minimum of 6 hours in one or more of the other Social Science areas (Anthropology/Sociology, Economics, Geography, Political Science, and/or Psychology).

**Horticulture Education
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006.31 Horticulture Education.

006.31A Grade Levels: 7-12.

006.31B Endorsement Type: Subject.

006.31C Persons with this endorsement may teach horticultural education programs in grades 7 through 12.

006.31D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 semester hours of horticulture education and work experience in horticulture.

006.31D1 Work Experience: The endorsement is available to those persons who have (A) 1000 verified hours of work experience in horticulture, or (B) at least 300 hours of supervised employment in horticulture under the direction of the college or university recommending the endorsement.

006.31E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should provide the following content:

- A. A minimum of 3 semester hours of the program which prepares prospective teachers to:
1. manage a comprehensive horticultural education program;
 2. create curriculum which meets diverse student needs;
 3. manage laboratories and field experiences;
 4. manage supervised horticultural experience programs for all students;
 5. provide leadership to and serve as advisor for FFA and Young Farmers;
and
 6. provide educational opportunities for adult learners.

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- B. A minimum of 24 semester hours which prepares prospective teachers to organize instruction in the basic content in the following areas, and to apply such knowledge in analyzing situations, creating viable environments, and problem solving:
1. Soil Science, including being able to:
 - a. analyze types of soil; and
 - b. analyze the causes and effects of the following interaction with the soil: water, temperature, organic matter, nutrients, pollutants, salt, and erosion.
 2. Horticultural plant identification, including being able to:
 - a. demonstrate an understanding of plant anatomy, morphology, and taxonomy;
 3. Plant propagation, including being able to:
 - a. demonstrate the different techniques involved for various types of propagation;
 - b. demonstrate identification of plant tissues involved in root/shoot initiation and formation of graft unions; and
 - c. demonstrate accurate laboratory record keeping;
 4. Greenhouse plant production, including being able to:
 - a. identify and discuss the modification of the environmental factors that influence plant growth and development;
 - b. identify and discuss the basic types of plant forcing structures;
 - c. describe the accepted methodology of greenhouse crop production;
 - d. demonstrate a knowledge of the component systems that make up a plant forcing operation : i.e., heating, cooling, automation, control systems; and
 - e. describe and identify the plant disorders that are most common to the greenhouse industry;
 5. Turf management, including being able to:
 - a. demonstrate an understanding of the principles of turf-grass species growth and development and relate these to establishment and maintenance of turf-grass and ground covers;
 - b. demonstrate an understanding of the principles of soil and water management and relate these principles to the genetic potential of cool and warm season species and varieties;
 - c. demonstrate an understanding of the concepts and use of low or reduced maintenance turf-grasses and ground cover species and varieties; and

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- d. demonstrate an understanding of pest problems associated with turf-grass and the science associated with pest control methods.
- 6. Landscape, including being able to:
 - a. demonstrate an understanding of land use ethics;
 - b. demonstrate an understanding of the aesthetics of landscapes;
 - c. analyze personal and public environments;
 - d. analyze the applications of theory and process of design in:
 - 1. human perception mechanisms and our aesthetic response;
 - 2. alteration and management of the natural landscape;
 - 3. interactions among cultures, technology and the environment resulting in designed forms; and
 - 4. creation of sustainable landscapes;
 - e. floral design, including being able to:
 - 1. demonstrate both design and business techniques used in the floral industry.

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006.32 Industrial Technology Education.

006.32A Grade Levels: 7-12.

006.32B Endorsement Type: Field.

006.32C Persons with this endorsement may teach industrial technology education in grades 7 through 12.

006.32D Certification Endorsement Requirements: This endorsement shall require 45 semester hours of course work in industrial technology education and professional education, including:

006.32D1 A minimum of 9 hours in communication systems.

006.32D2 A minimum of 6 hours in power/energy/transportation systems.

006.32D3 A minimum of 6 hours in manufacturing systems.

006.32D4 A minimum of 6 hours in construction systems.

006.32D5 The above systems courses will include career information, occupational and environment safety.

006.32D6 A minimum of 12 additional hours from one or more of the systems courses listed above.

006.32D7 A minimum of 6 hours which includes curriculum development, laboratory management and student leadership organizations.

006.32E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Describe a personal philosophy regarding industrial technology education based on current research findings, and the application of that philosophy in curriculum

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and instructional design, assessment, and professional development, including being able to:

1. Design programs based on a mission statement with stated goals and objectives which reflect the definition and intent of industrial technology education; and,
 2. Use an organized set of concepts, processes and systems that are technological when designing course outlines, instructional strategies, and evaluations of student work.
- B. Demonstrate teaching and technical skills appropriate to successfully teach the study of industrial technology, including being able to:
1. Demonstrate knowledge and an understanding of the development of industrial technology, its effects on people, the environment and culture; and industry, its organization, personnel systems, techniques, resources and products; and their impact on society and culture;
 2. Use instruction content from the content organizers of:
 - a. Communication: efficient use of resources to transfer information to extend human potential;
 - b. Construction: efficient use of resources to build structures or construct on site structures;
 - c. Manufacturing: efficient use of resources to extract and convert raw/recycled materials into industrial and consumer goods;
 - d. Transportation: efficiently use of time and resources to move people, products, goods, and materials from one location to another while maintaining direct physical contact and exchange among individuals and society; and,
 - e. Energy and Power: an understanding of the various energy systems and the power required to move people and goods through various environments.
 3. Identify and incorporate safe and efficient use of contemporary technological tools, instruments, and machines into a program of study;
 4. Incorporate insight, knowledge, and applications of technological concepts, processes and systems into a teaching program;
 5. Use skills, creative abilities, positive self-concepts, and individual potentials in teaching industrial technology;
 6. Apply problem-solving and creative abilities involving human and material resources, processes, and technological systems;
 7. Use activity-oriented laboratory instruction which reinforces abstract concepts through concrete experiences;
 8. Apply technology to the design and production of activities for student use;

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9. Design industrial technology education programs that advance student attitudes, knowledge, and skills regarding how industrial technological systems function; and,
 10. Facilitate the ability of students to apply industrial technological knowledge and skills, and to assess new or different past-present-future industrial technology systems.
- C. Demonstrate the ability to develop, manage, and evaluate an industrial technology program in schools, including being able to:
1. Demonstrate a philosophy and understanding of career and technology education;
 2. Design a strategic program plan that includes a mission statement, rationale for change, goals and objectives, action steps, and program evaluation strategies;
 3. Select content based on the goals and objectives appropriate to the specific industrial technology content organizers (construction, manufacturing, communication, transportation, or energy and power);
 4. Structure an educational environment in the classroom and laboratory to advance the instructional process;
 5. Select appropriate instructional technologies to effectively teach all student populations;
 6. Demonstrate laboratory management (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting);
 7. Establish a student leadership organization;
 8. Communicate and promote a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
 9. Organize and coordinate an external advisory committee; and,
 10. Use standards to evaluate and revise an industrial technology education program, including being able to identify standards for the program, establish a process for using the standards, and utilize findings for subsequent program revisions.
- D. Demonstrate attitudes, knowledge, and skills needed for success as a teacher in industrial technology education, including being able to:
1. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The Industrial Technology teacher prepares students:
 - a. For exploration of careers in industrial technology;
 - b. For their roles as consumers and citizens;
 - c. For advanced education in industrial technology;
 - d. For roles and owners and managers of industrial technology businesses;

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- e. To understand domestic industrial technology and how it is similar to and different from global industrial technology; and,
 - f. To access and apply current industrial technologies;
- 2. Organize classroom and laboratory experiences for the study of industrial technology;
- 3. Manage technological activities in both an individual and group setting;
- 4. Apply multi-cultural and global perspectives as they relate to the study of industrial technology;
- 5. Demonstrate an understanding of the role and function of industrial technology in the global society; and,
- 6. Apply values and ethics as they relate to content issues in the study of industrial technology.
- E. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and industry leaders, and others.
- F. Demonstrate an understanding of and be able to apply industrial technology concepts, principles and processes in each of the following areas: construction, communication, manufacturing, transportation, and energy and power.
- G. Identify concepts and strategies needed for career exploration, development and growth in industrial technology areas.

**Instrumental Music
Endorsement Guidelines
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(Adopted by the State Board
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006.33 Instrumental Music.

006.33A Grade Levels: K-6, 7-12.

006.33B Endorsement Type: Subject.

006.33C Persons with this endorsement may teach instrumental music in the grade levels of their endorsement (K-8, and/or 7-12).

006.33D Certification Endorsement Requirements: This endorsement shall require a minimum of 26 semester hours for either the K-8 or 7-12 endorsement; or 38 semester hours if the two endorsements are earned at the same time. This coursework shall include theory and composition, music history and literature, conducting, instrumental performing, and techniques for the grade levels of the endorsement, and must include proficiency in at least one applied area.

006.33E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate skill in listening, analyzing, notating, arranging, composing, improvising, performing, rehearsing, and evaluating.
- B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;
- C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;
- D. Apply qualitative criteria in making judgments about the music selected for study and performance;

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- E. Utilize technology to facilitate instruction and enhance musicianship;
- F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;
- G. Develop creative skills in performance;
- H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;
- I. Demonstrate knowledge of instrumental pedagogy and performance practice by modeling on piano, voice, and secondary instruments;
- J. Detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;
- K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;
- L. Demonstrate an understanding of the role of and need for music in society, and how music affects the human being;
- M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum.

**Journalism and Mass Communications
Endorsement Guidelines
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(Adopted by the State Board
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006.34 Journalism and Mass Communications.
(formerly Journalism)

006.34A Grade Levels: 7-12.

006.34B Endorsement Type: Subject.

006.34C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular mass media intended for public consumption.

006.34D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in journalism and mass communications.

006.34E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Direct and coordinate curricular and cocurricular activities in journalism and mass communications.
- B. Demonstrate an understanding of journalism and mass communications management and budgeting skills.
- C. Demonstrate the skills needed to research and analyze information.
- D. Demonstrate an understanding of the strategies of writing and speaking for journalism and mass communications purposes.
- E. Demonstrate the ability to use current technologies in the preparation and production of newspapers, yearbooks, and magazines, as well as the related forms of mass communications, including:
 - 1. advertising, sales and marketing;

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2. broadcast journalism;
 3. graphic arts and multimedia design and production;
 4. photojournalism; and
 5. public relations.
- F. Demonstrate knowledge and understanding of the range and influence of journalism and mass communications technology in contemporary culture, including being able to:
1. demonstrate knowledge of the history and current trends of journalism and mass communications;
 2. demonstrate an understanding of the influence of media on culture and on people's actions and communication;
 3. display an understanding of the role of technology in journalism and mass communications;
 4. demonstrate knowledge of the law as it applies to journalism and mass communications, including scholastic journalism; and
 5. demonstrate knowledge of free and responsible journalism and mass communications practices.
- G. Demonstrate methods of integrating written and spoken communication in career preparation.
- H. Demonstrate an understanding of and the ability to apply interpersonal and organizational communication skills related to journalism and mass communications.

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006.35 Language Arts.

006.35A Grade Levels: 7-12.

006.35B Endorsement Type: Field.

006.35C Persons with this endorsement may teach and direct curricular and cocurricular activities in composition/language, literature, speech, theatre, mass communication, journalism and reading in grades 7 through 12.

006.35D Certification Endorsement Requirements: This endorsement shall require a minimum of 65 semester hours in journalism and mass communications, language, literature, reading, speech, theatre, and writing.

006.35E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards for grades eight and twelve.
- B. Demonstrate knowledge and understanding of the English language, including being able to:
 - 1. demonstrate an understanding of language acquisition and development;
 - 2. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
 - 3. recognize the impact of cultural, economic, political, and social environments upon language;

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4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
 5. demonstrate an understanding of how and why the English language evolves;
 6. demonstrate an understanding of English grammars;
 7. demonstrate an understanding of syntax and phonology; and
 8. demonstrate an understanding of the various purposes for which language is used.
- C. Demonstrate knowledge and understanding of reading processes, including being able to:
1. describe reading and writing development;
 2. teach basic skills and strategies in reading and writing;
 3. teach students to use reading and writing as tools for learning;
 4. motivate readers and writers using a wide variety of methods and materials;
 5. match reading materials with students' abilities;
 6. involve parents in cooperative efforts and programs;
 7. demonstrate how to respond to and interpret literature in different ways;
 8. demonstrate how to discover and create meaning from texts, including non-print media;
 9. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and
 10. demonstrate an understanding of the uses of reading for different purposes, including reading in the workplace.
- D. Demonstrate knowledge and understanding of different composing processes, including being able to:
1. use a wide range of writing strategies to generate meaning and to clarify understanding;
 2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;
 3. demonstrate how written discourse can influence thought and action; and
 4. revise, edit, and proofread written text.
- E. Demonstrate knowledge and understanding of an extensive range of literature, including being able to:
1. demonstrate knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:
 - a. literature from a range of cultures;
 - b. literature from a range of genres;
 - c. literature by authors of both genders;

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- d. literature by authors of color;
 - e. literature written specifically for older children and young adults;
and
 - f. works of literary theory, history, and criticism.
- F. Demonstrate knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to:
 - 1. recognize the influence of media on culture and on people's actions and communication;
 - 2. describe the historical, ethical, and legal issues central to communication;
and
 - 3. demonstrate an understanding of and the ability to use current technologies in communication.
- G. Demonstrate methods for conducting research and analyzing information.
- H. Demonstrate an understanding of management and budgeting skills as they apply to curricular and cocurricular communication activities.
- I. Demonstrate an understanding of and be able to apply the principles of contemporary rhetoric, interpersonal communication, performance theory, and public address.
- J. Demonstrate an understanding of and be able to apply the principles of basic acting; play direction; and theatre design and technology.
- K. Clinical Experiences. The prospective teacher should have clinical experiences in cocurricular activities related to (1) journalism and mass communications, (2) speech, and (3) theatre.

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006.36 Library Media Specialist
(formerly Educational Library Media Specialist)

006.36A Grade Levels: K-12.

006.36B Endorsement Type: Field.

006.36C Persons with this endorsement may supervise the development and organization of a library media program and teach or direct the use of the library media resources and services in kindergarten through grade 12.

006.36D Certificate Endorsement Requirements: This endorsement shall require the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including administration, technology, organization of resources, information access, children and young adult literature, selection, and curriculum and instruction.

006.36E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective library media specialists to:

- A. Demonstrate a commitment to personal professional growth, including being able to:
 - 1. Exhibit comprehension of the role of libraries in a democratic society and the interrelationships of all types of libraries and information agencies;
 - 2. Exhibit an understanding of the role of the school library media program as a central element in the intellectual life of the school;

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3. Advocate and promote opportunities to improve the profession both independently and collectively;
 4. Engage in continuous self-evaluation and self-directed learning for personal professional growth;
 5. Demonstrate a knowledge of appropriate local, state, regional, and national professional associations, guidelines, and publications;
 6. Demonstrate a knowledge of legal regulations regarding intellectual property rights and educational fair use guidelines of the copyright law;
 7. Demonstrate a knowledge of means for promoting intellectual freedom;
 8. Demonstrate a knowledge of professional ethics;
 9. Exhibit comprehension of the importance of cooperation and networking among libraries and other information agencies;
 10. Identify legislation and policy at the local, state, and national levels that affect the development of the school library media programs and take appropriate action; and,
 11. Use systematic practices for researching existing and emerging applications of technology as they impact the library media program.
- B. Demonstrate the ability to communicate effectively with elementary, middle level, and secondary students, faculty, staff, administrators, school boards, parents, and other members of the community, including being able to:
1. Create a positive teaching and learning climate in the school library media center;
 2. Listen and respond to information requests in a manner that encourages further patron inquiry;
 3. Practice effective interpersonal relationships within as well as outside the school community and communicate regularly to further school goals and relate library media program needs and accomplishments;
 4. Exhibit communication skills necessary for collaborative planning of curriculum and lessons with teachers, i.e., the ability to demonstrate an understanding of curriculum objectives, to listen effectively, to use probing and clarifying questions, and to negotiate responsibility for activities;
 5. Develop and implement an effective public relations program that communicates the vital contribution of the school library media program to learning; and,
 6. Use technology to communicate information and ideas.
- C. Apply basic principles of evaluating and selecting resources to build and maintain a collection that includes access to internal and external resources to support the educational mission of the district, including being able to:
1. Create and implement selection and collection development policies and procedures that reflect the district's mission;

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2. Develop criteria for evaluating resources at all grade levels;
 3. Use collection management principles and procedures for needs assessment, evaluating, selecting, and discarding resources;
 4. Evaluate internal and external resources; and,
 5. Apply systematic techniques in maintaining resources to support personal development, curriculum, multi-cultural, and life-long learning needs of students, faculty, staff, and administration.
- D. Develop a library media program that provides access to information and ideas, including being able to:
1. Develop and monitor services and policies that ensure equitable and unrestricted access to information and ideas in all formats and for all ability levels;
 2. Develop and monitor a formal process for addressing expressed concerns about library media resources;
 3. Communicate concepts pertinent to information access; and,
 4. Develop and monitor policies and procedures to protect confidentiality and privacy of library media center users.
- E. Use resources to support the information needs of elementary, middle level, and secondary students, and the instructional development needs of faculty, including being able to:
1. Develop a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources appropriate to learner characteristics such as abilities, interests, needs, and learning styles;
 2. Ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies, and learning and teaching styles; and,
 3. Recognize the characteristics unique to each information format and select items according to their specific contribution to learning objectives or personal, developmental needs.
- F. Assist elementary, middle level, and secondary students and faculty to design and produce resources using current technology, including being able to:
1. Analyze criteria to determine the appropriateness of producing local resources as opposed to selecting commercially produced resources;
 2. Apply basic principles of instructional design in developing, producing, and implementing technological resources for a specified learning objective; and,
 3. Apply evaluative criteria for locally produced media for inclusion in the collection.

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- G. Implement policies and procedures for the acquisition, cataloging, processing, circulating, and maintaining resources to ensure access, including being able to:
 - 1. Coordinate the acquisition process for resources, technology, equipment, and supplies;
 - 2. Implement standard recognized procedures for classifying, cataloguing, and processing resources which will facilitate computerization and resource sharing;
 - 3. Organize and maintain current bibliographic records;
 - 4. Select appropriate systems for circulation and access;
 - 5. Implement and evaluate circulation policies and procedures based on needs of users; and,
 - 6. Implement procedures for ongoing inventory and maintenance of resources.
- H. Work with elementary, middle level, and secondary students, faculty, staff, administrators, and members of the community to develop, implement, and evaluate library media programs to meet educational goals, including the management of personnel, resources, services, and facilities, including being able to:
 - 1. Demonstrate an understanding of how to establish library media program goals within district policies;
 - 2. Develop annual and long-range plans to meet the goals of a library media program and disseminate those plans to individuals and groups;
 - 3. Interpret and support school and district policies and regulations;
 - 4. Apply effective management principles to the administration of the school library media program;
 - 5. Design, establish and communicate policies and procedures for the implementation of an effective library media program;
 - 6. Prepare, justify and administer the library media program budget based on instructional program needs;
 - 7. Participate in planning, scheduling (including flexible scheduling), and using library media facilities to support the instructional program;
 - 8. Supervise, assign, instruct, and assist in the evaluation of support staff, volunteers, and student assistants;
 - 9. Collaborate with others to provide increased access to information through resource sharing;
 - 10. Evaluate the instructional effects of the library media program;
 - 11. Apply appropriate research findings to improve teaching and learning through the library media program;
 - 12. Conduct action research to assist in the development and implementation of an effective library media program;

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13. Monitor, assess, and employ existing and emerging technologies for management and instructional applications;
 14. Demonstrate a knowledge of how technology is used to connect information sources among users both locally and globally;
 15. Utilize and facilitate the efforts of a library media advisory committee; and,
 16. Participate in school-wide instruction leadership efforts, including being able to train library media staff and faculty in library media programs, processes and procedures, including technology, resources, equipment, and services.
- I. Serve as a learning facilitator within schools and as a leader of faculty, administration, and elementary, middle level, and secondary students in the development of effective strategies for teaching and learning, including being able to:
1. Cooperatively plan with other faculty to ensure that information literacy skills are taught and practiced as curriculum integrated learning experiences, including retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;
 2. Demonstrate an understanding of how to participate, as an educational leader, an equal partner, and a change agent in the curriculum development process at both the building and district levels;
 3. Work with other faculty to identify appropriate instructional strategies and creative uses of resources;
 4. Collaboratively plan with other faculty to provide activities and opportunities for students to assume responsibilities for planning, undertaking, and assuming independent learning;
 5. Anticipate the need for specific information and resources in response to information needs identified in the curriculum development process;
 6. Share with other faculty the role of teacher, motivator, coach, and guide for students in the development of reading, listening, and viewing competencies, including critical thinking skills, for lifelong learning;
 7. Motivate and guide students in appreciating literature;
 8. Collaboratively plan with other faculty in designing, evaluating, and modifying teaching and learning activities, and in evaluating student mastery of these activities;
 9. Assist students and faculty in developing independence in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas;
 10. Design production activities, including adapting resources for new purposes, to assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information; and,

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11. Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.

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006.37 Marketing Education.

006.37A Grade Levels: 7-12.

006.37B Endorsement Type: Field.

006.37C Persons with this endorsement may teach marketing and related business subjects and will also be endorsed in Cooperative Education-Diversified Occupations for grades 7 through 12.

006.37D Certification Endorsement Requirements: This endorsement shall require a minimum of 53 semester hours in marketing, management, entrepreneurship and vocational education including a minimum of 9 semester hours in the foundation, organization, and administration of vocational education; coordination techniques; vocational special needs; and the management of vocational student organizations.

006.37D1 Work Experience: The endorsement is available only to persons who have either (A) 1,000 verified hours of paid work experience in marketing, management, or an entrepreneurial enterprise, OR (B) at least 300 hours of supervised work experience in marketing, management or an entrepreneurial enterprise under the direction of the college or university recommending the endorsement.

006.37E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the following criteria, or be able to verify the acquisition of the performance criteria acquired through work experiences:

- A. Demonstrate an understanding of and be able to apply the foundations of marketing, including being able to:

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1. Describe and implement the marketing concept;
 2. Describe the role of marketing in the United States economy;
 3. Analyze the social impact and ethical implications in marketing situations;
 4. Demonstrate an understanding of micro and macro economics;
 5. Demonstrate an understanding of marketing in a global economy;
 6. Analyze and offer potential solutions to problems in the realm of international marketing;
 7. Analyze and offer potential solutions to problems in business, management, and entrepreneurship;
 8. Demonstrate an understanding of diverse consumer behavior and its importance to marketing;
 9. Demonstrate the use of research strategies to determine the needs of customers;
 10. Demonstrate communication and interpersonal skills and the application of concepts, strategies and systems needed to interact effectively; and
 11. Identify concepts and strategies needed for career exploration, development and growth.
- B. Demonstrate an understanding of and be able to apply the functions of marketing, including being able to:
1. Describe and carry out the processes associated with the development and introduction of a product or service and delineate the steps involved in purchasing products for resale;
 2. Develop and plan channels of distribution for products in marketing;
 3. Create a pricing strategy for a marketing organization;
 4. Develop a promotional mix and promotional plan for a product or service in response to market opportunities;
 5. Develop an advertising plan for a marketing organization;
 6. Demonstrate the steps in the selling process;
 7. Develop a risk management strategy for a marketing organization;
 8. Plan for budgeting for a marketing organization;
 9. Design a marketing information system;
 10. Demonstrate management skills through creation of a complete marketing plan;
 11. Apply the concepts, systems and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions; and
 12. Describe the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication.
- C. Demonstrate an understanding of and be able to apply related business principles and skills, including being able to:
1. Utilize accounting principles in the solution of financial marketing problems and business decision-making situations;

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2. Explain how marketing strategies respond to basic economic conditions;
 3. Utilize descriptive and inferential business statistics in the development of market research strategies;
 4. Utilize management principles in the achievement of marketing and entrepreneurial goals;
 5. Demonstrate a knowledge of organizational behavior and human relations in the development of marketing strategies and plans;
 6. Employ technological developments in marketing including electronic communication, database management, and word processing skills; and
 7. Utilize legal principles to assure appropriate marketing behavior.
- D. Demonstrate an understanding of and be able to apply the principles and skills of vocational education, including being able to:
1. Organize and administer a vocational education program;
 2. Apply cooperative education and work-based learning techniques in an applied learning context;
 3. Adapt strategies to address the needs of all students in the classroom and in work-based learning settings;
 4. Manage the vocational student organizations effectively and ethically; and
 5. Integrate the professional student organization into the curriculum.
- E. Integrate core academic areas (reading, writing, mathematics, science, and social sciences) into marketing education.
- F. Implement marketing activities using technology.

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006.38 Mathematics.

006.38A Grade Levels: 7-12.

006.38B Endorsement Type: Field.

006.38C Persons with this endorsement may teach mathematics in grades 7 through 12.

006.38D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours of mathematics.

006.38E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the following criteria:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of mathematics as defined in the Nebraska Content Standards for eighth and twelfth grades.
- B. Demonstrate an understanding of and be able to apply the processes of mathematics, including being able to:
 - 1. Use problem-solving approaches to investigate and understand mathematical content;
 - 2. Formulate and solve problems from both mathematics and everyday situations;
 - 3. Communicate mathematical ideas orally and in writing using everyday language, mathematical language, symbols, and graphs;
 - 4. Make mathematical conjectures, evaluate arguments and validate mathematical thinking;
 - 5. Examine relationships within mathematics;
 - 6. Connect mathematics to other disciplines and real-world situations;

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7. Use technology in exploration, computation, graphing, and problem solving; and
 8. Use instructional strategies based on current research as well as national, state, and local standards relating to mathematics instruction.
- C. Demonstrate an understanding of and be able to apply the concepts and principles of mathematics, including being able to:
1. Apply concepts of number, number theory, and number systems;
 2. Apply numerical computation and estimation techniques and extend them to algebraic expressions;
 3. Use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs;
 4. Use both descriptive and inferential statistics to analyze data, make predictions, and make decisions;
 5. Demonstrate an understanding of the concepts of theoretical and simulated probability and apply them to real-world situations;
 6. Use algebra to describe patterns, relations, and functions and to model and solve problems;
 7. Recognize the roles of axiomatic systems and proofs in different branches of mathematics, such as algebra and geometry;
 8. Demonstrate an understanding of the concepts of limit, continuity, differentiation, and integration, and the techniques and applications of calculus;
 9. Demonstrate an understanding of the concepts and applications of discrete mathematics such as graph theory, matrices, recurrence relations, linear programming, difference equations, and combinatorics;
 10. Use mathematical modeling to solve problems from other fields such as natural sciences, social sciences, business, and engineering;
 11. Demonstrate an understanding of and be able to apply the major concepts of geometry;
 12. Demonstrate an understanding of and be able to apply the major concepts of linear algebra;
 13. Demonstrate an understanding of and be able to apply the major concepts of abstract algebra; and
 14. Demonstrate an understanding of the historical development in mathematics that includes the contributions of under-represented groups and diverse cultures.
- D. The program for prospective teachers may include the following course work: Pre-calculus, Calculus, Logic/Foundations, Linear Algebra, College Geometry, Probability and Statistics, Discrete/Finite Mathematics, History of Mathematics, Abstract Algebra, and Computer Programming and Applications.

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006.39 Middle Grades Education.

006.39A Grade Levels: 4 – 9.

006.39B Endorsement Type: Field.

006.39C Persons with this endorsement may teach either: (a) any or all subjects in a self-contained classroom in grades 4 through 9, (classrooms in which students spend more than half the school day with one teacher who provides instruction in more than half of the subject-matter areas of the curriculum) or (b) the content areas of specialization in any organizational pattern in grades 4 through 9.

006.39D Certification Endorsement Requirements: This endorsement shall require a total of 66 semester hours of which 30 semester hours shall be in professional education courses related to middle level education and a minimum of 36 semester hours in two or more Content Areas of Specialization with a minimum of 18 semester hours in each area. In addition, persons with this endorsement must complete course work in all academic areas of the middle grades curriculum.

006.39D1 Content Areas of Specialization include the following:

- 006.39D1a Agricultural Education
- 006.39D1b Art
- 006.39D1c Business Education
- 006.39D1d Family and Consumer Sciences
- 006.39D1e Foreign Language
- 006.39D1f Health and Physical Education
- 006.39D1g Industrial Technology
- 006.39D1h Language Arts
- 006.39D1i Mathematics
- 006.39D1j Natural Sciences
- 006.39D1k Social Science

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006.39D2 Course work in all academic areas of the middle grades curriculum includes:

- 006.39D2a communication, including composition and speech,
- 006.39D2b health and wellness,
- 006.39D2c humanities, including literature,
- 006.39D2d mathematics,
- 006.39D2e natural sciences,
- 006.39D2f social sciences, and
- 006.39D2g fine arts.

006.39D3 Clinical experiences. Prospective teachers shall be engaged in clinical experiences which shall include:

- 006.39D3a involvement with students at grades 4, 5, or 6 and students at grades 7, 8, or 9,
- 006.39D3b involvement with students representing special populations, and
- 006.39D3c teaching experiences in each of the prospective teacher's content areas of specialization.

006.39E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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The institution should prepare prospective teachers to:

- A. Demonstrate knowledge and an understanding of the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and the concepts, skills, and processes beyond the eighth grade leading to the twelfth grade standards in the areas of reading/writing, mathematics, science, and social studies. Those prospective teachers, who select one or more of the above areas as their Content Area(s) of Specialization, should demonstrate in their content area of specialization both an understanding of and the ability to teach the concepts, skills, and processes of the Nebraska Content Standards for grades four and eight, and those beyond the eighth grade leading to the twelfth grade standards.
- B. Demonstrate academic background knowledge in the following areas and be

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able to utilize the knowledge, skills, and processes of:

1. communication, including composition and speech;
2. health and wellness;
3. humanities, including literature;
4. mathematics;
5. natural sciences;
6. social sciences; and
7. fine arts.

C. In a minimum of 30 semester credit hours of professional education course work the program should prepare prospective teachers to:

1. demonstrate an understanding of and be able to apply knowledge of the growth and development of young adolescents with a range of abilities and disabilities including:
 - a. the physical, intellectual, emotional, and social development of young adolescents, within social and cultural contexts;
 - b. typical and atypical patterns in growth and development; and
 - c. changes in family settings, social contexts, threats to health and safety, and risk behaviors in contemporary society that affect healthy development of young adolescents.
2. demonstrate developmentally appropriate methodological skills and strategies for teaching the middle level core subject areas, including reading and language arts, mathematics, science, social sciences, and the fine arts.
3. demonstrate developmentally appropriate methodological skills and strategies for integrating two or more of the following content areas:
 - a. Agricultural Education
 - b. Art
 - c. Business Education
 - d. Family and Consumer Sciences
 - e. Foreign Language
 - f. Health and Physical Education
 - g. Industrial Technology
 - h. Language Arts
 - i. Mathematics
 - j. Natural Sciences
 - k. Social Science
4. utilize teaching skills and strategies appropriate for young adolescents in each of the prospective teacher's content areas of specialization, including being able to:
 - a. create and evaluate learning environments and activities which are developmentally appropriate and culturally responsive;
 - b. utilize multiple assessment strategies for the purposes of planning instruction and facilitating student learning, including being able to

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- utilize prescriptive skills in planning and modifying individual and group instruction;
 - c. develop rigorous and developmentally appropriate curriculum for young adolescents;
 - d. teach the basic concepts and skills of inquiry;
 - e. plan, implement, and assess integrated curriculum;
 - f. teach reading and writing relevant to the prospective teacher's content areas of specialization;
 - g. structure instruction so that all students are both challenged and successful, including being able to:
 - 1. demonstrate skills in differentiating curriculum and instruction, and
 - 2. modify the environment to meet the special needs of young adolescents with a range of abilities and disabilities;
 - h. utilize strategies which facilitate students attaining mastery of content;
 - i. incorporate learners' ideas, interests, and questions into the exploration of curriculum and pursuit of knowledge; and
 - j. utilize multiple grouping strategies that emphasize interdependence, cooperation, and individual responsibilities.
 - 5. demonstrate positive relationships with young adolescents, including being able to:
 - a. facilitate students in their own problem solving;
 - b. recognize and respond appropriately to the diversity among young adolescents; and
 - c. manage student behavior while concurrently promoting self-discipline and positive self-image.
 - 6. demonstrate cooperative and collaborative skills in working with others, including being able to:
 - a. collaborate and team teach with one or more teachers; and
 - b. collaborate with families, resource persons, and community groups to achieve common goals for young adolescents.
 - 7. demonstrate an understanding of and ability to apply current research and best practices, and
 - 8. demonstrate understanding of the philosophy and history of middle level education.
- D. Demonstrate competence in two (2) or more Content Areas of Specialization with a minimum of 18 semester hours in each for a total of 36 semester hours. An endorsement in any of the Special Education endorsements, which includes any portion of grades 4 through 9, may be accepted in lieu of one Content Area of Specialization. The Content Areas of Specialization should be selected from the following list of content areas and candidates must be able to demonstrate the competencies in the selected areas:

**Middle Grades Education
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To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

1. **Agricultural Education.** The program should prepare prospective teachers to:
 - a. utilize advanced technology to gather information and data, calculate, and write reports;
 - b. access information and resources from multiple sources;
 - c. create curriculum which meets diverse student needs;
 - d. manage laboratories and field experiences;
 - e. provide information regarding career opportunities in agriculture;
 - f. research, evaluate, and apply new technologies in the agricultural industry;
 - g. provide leadership to and serve as advisor for FFA and Young Farmers;
 - h. analyze the impact of the agriculture industry on the economy of a community, state, nation, and at an international level;
 - i. analyze the critical elements of human relations and communications related to sales and service, including solving customer problems, customer follow-up, and using ethical business procedures;
 - j. describe the various crops, including those grown in Nebraska, and the characteristics of each;
 - k. evaluate cropping decisions, analyze cultural conditions, and solve problems affecting plant growth based on environmental as well as economic considerations;
 - l. describe the production, marketing, and economic impact of the horticulture industry;
 - m. analyze the interrelationships between the agricultural industry and natural resources;
 - n. describe major features and resources of the ecosystem and their importance to the agriculture industry;
 - o. analyze global issues related to the finiteness of resources, consumption patterns, and need for clean air, clean water, and solid waste management;
 - p. describe various species of livestock, including those raised in Nebraska, and the characteristics of each;
 - q. evaluate livestock management decisions, including profitability and environmental effects including: (1) the fundamentals and interrelationships between nutrition, animal health, reproduction, and genetics on livestock, companion, and non-traditional animals; and (2) the effects of nutrition, animal health, reproduction, and genetics on marketing;
 - r. solve problems in agricultural mechanics, including being able to utilize an operator's manual;

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- s. demonstrate competence in the basic use of mechanical tools, equipment, facilities, and accessories;
 - t. describe the interrelationship between the food industry and social and cultural practices, including market demand; and
 - u. analyze leadership skills and performance situations.
2. **Art.** The program should prepare prospective teachers to:
- a. describe the foundations and philosophies of art education;
 - b. plan, organize, deliver, and assess a comprehensive art education program to meet the needs of all students;
 - c. demonstrate knowledge and understanding of art appreciation in a variety of contemporary and past cultures;
 - d. describe, analyze, interpret, and evaluate works of art;
 - e. demonstrate knowledge and understanding of aesthetics, the philosophical aspects of art, and the contributions of art to the individual, to community, and to society-at-large;
 - f. demonstrate an understanding of and be able to apply a variety of ideas, media, techniques, evolving technologies, and processes in both two and three dimensional art;
 - g. demonstrate an understanding of safety standards; and
 - h. establish safe instructional practices in the classroom.
3. **Business Education.** The program should prepare prospective teachers to:
- a. demonstrate knowledge and understanding of the concepts, principles and processes of:
 - 1. accounting,
 - 2. economics or personal finance,
 - 3. management,
 - 4. oral, written, and technological communication, and
 - 5. information technologies and systems;
 - b. demonstrate knowledge and understanding of the principles and functions of the United States economic system;
 - c. demonstrate knowledge and understanding of the relationship of the United States economy to the global economy;
 - d. create learning experiences that facilitate students' acquisition of the role of the consumer in the United States economy;
 - e. create learning experiences that facilitate students' abilities to make consumer decisions and solve consumer problems;
 - f. create learning experiences that facilitate students' acquisition of the principles of entrepreneurship, and the process of starting and maintaining a business;
 - g. create learning experiences that facilitate students' abilities to utilize advanced technologies;
 - h. provide information regarding career opportunities in the field of business;

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- i. utilize advanced technology to gather information, manage data, and communicate with a variety of audiences; and
 - j. utilize vocational student organizations, e.g., Future Business Leaders of America, to develop leadership abilities.
4. **Family and Consumer Sciences.** The program should prepare prospective teachers to:
- a. demonstrate knowledge and an understanding of the relationship between family strengths and impact on individuals;
 - b. analyze the nature, functions, and significance of human relationships in the family and society;
 - c. develop, select, and use personal, social and material resources to meet human needs;
 - d. analyze physical, psychosocial, economic, cultural, and aesthetic well-being of individuals;
 - e. demonstrate an understanding of the role of individuals and families as consumers of goods and services;
 - f. use current and emerging technologies;
 - g. incorporate into instruction career exploration that examines the reciprocal nature of career choices and family life; and
 - h. provide information regarding career opportunities in the field of family and consumer science.
5. **Foreign Language.** The program should prepare prospective teachers to:
- a. demonstrate intermediate-high level of proficiency in the target language by being able to:
 - 1. handle successfully most uncomplicated communicative tasks and social situations. The applicant can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. The limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required;
 - 2. sustain understanding over stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details;
 - 3. read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the

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next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. The applicant has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. The applicant may have to read material several times for understanding; and

4. meet most practical writing needs and limited social demands. The applicant can take notes in some detail on familiar topics and respond in writing to personal questions. He/she can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expression to express time, tense, or aspect, the applicant displays some precision; where tense and/or aspect is expressed through verbal inflections, forms are produced rather consistently, but not always accurately. He/she has an emerging ability to describe and narrate in paragraphs. He/she rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. The writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
- b. The program should prepare applicants to demonstrate the relationships between culture and language, including the ability to:
 1. demonstrate an understanding of the relationship between the perspectives and practices of the target culture and use this knowledge to interact effectively in cultural contexts;
 2. demonstrate an understanding of the relationship between the perspectives and products/contributions of the target culture; and
 3. utilize authentic materials for foreign language instruction, including instruction regarding the target culture.
- c. The program should prepare applicants to engage in appropriate pedagogical practices, including the ability to:
 1. demonstrate an understanding of the relationships among central concepts of learning and teaching foreign languages, including the ability to communicate high expectations and create meaningful learning experiences for all students, including:
 - (a) use effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the foreign language classroom;

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2. demonstrate an understanding of how students differ in their approaches to foreign language learning and are able to adapt instructional strategies to encourage all students' cognitive development;
 3. analyze the impact of diverse learning styles and thinking processes in order to produce meaningful language experiences for all students;
 4. create learning environments that encourage positive social interaction, motivation, and active engagement in learning foreign languages;
 5. plan, implement, and assess foreign language curriculum goals and content which reflect school district guidelines, student needs, and the communities they represent;
 6. be reflective foreign language teachers who continually evaluate the impact of instructional decisions on others (students, parents, and professionals in the learning community);
 7. integrate foreign language and other content areas; and
 8. describe how different languages use different patterns to communicate and apply this knowledge to their own language.
- d. The program should prepare applicants to work with families, other professionals, and diverse communities, including the ability to:
1. foster relationships and collaborative skills with families, colleagues, and community agencies to support foreign language acquisition;
 2. seek appropriate multicultural connections and integrate those perspectives into the foreign language curriculum to prepare students for participation in a diverse world; and
 3. become actively involved in leadership opportunities that promote professional growth in the foreign language area;
- e. The program should prepare applicants to demonstrate how facility in foreign language promotes career opportunities and interpersonal skills; and
- f. The program should prepare applicants to demonstrate knowledge of a variety of books written for early adolescents in the target language.
6. **Health and Physical Education.** The program should prepare prospective teachers to:
- a. select, plan, teach and evaluate developmentally appropriate health and physical education curriculum;

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- b. apply knowledge of anatomy, physiology, and related sciences to personal and community health care, and physical education activities;
- c. describe the aims and objectives of a comprehensive school health education program, and specifically the components of health instruction and physical education;
- d. demonstrate an understanding of the sociological aspect related to health and physical activity, including:
 - 1. the interrelatedness of culture, language, ethnicity, and/or gender on health care issues and the selection of and involvement in physical activities;
 - 2. the variations in social dynamics among individuals in small group and large group activities; and
 - 3. the role of physical activities in social, ethical and moral development;
- e. analyze the interrelationships of personal and community behaviors and health;
- f. demonstrate an understanding of methods to reduce the occurrence of the health risk behaviors which most negatively affect children and adolescents (e.g., physical inactivity, intentional and unintentional injuries, dietary habits, tobacco use, alcohol and other drug use, and sexual activity which results in sexually transmitted diseases, including HIV/AIDS, and unintended pregnancy);
- g. analyze situations to prevent injuries and the spread of contagious diseases;
- h. describe the effects of prescription and non-prescription drugs on general well being and the community;
- i. describe the factors involved in emotional and mental health, ways for promoting acceptable emotional reactions, ways for promoting mental health (including exercise), and community responses and responsibilities;
- j. demonstrate an understanding of and skills in basic locomotor, non-locomotor, and manipulative movement skills and patterns, e.g., walking, throwing, twisting;
- k. demonstrate an understanding of and skills in traditional individual, dual, and team sports and games;
- l. demonstrate an understanding of and skills in contemporary, noncompetitive activities suitable for participation throughout life, e.g., hiking, skating, cycling;
- m. demonstrate an understanding of and skills in basic rhythmic activities as well as various dance forms;

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- n. demonstrate an understanding of and skills in exercise and fitness as an activity or series of activities, and the physiological effects of exercise;
 - o. demonstrate an understanding of human movement from a motor development and motor learning perspective;
 - p. demonstrate an understanding of typical and atypical social, cognitive, and psychomotor development of children and adolescents;
 - q. demonstrate an understanding of the philosophical and historical development of health and physical education;
 - r. create and utilize formative and summative fitness, motor skills, and cognitive assessment skills;
 - s. design adapted physical education learning experiences for students with special needs; and
 - t. participate in reflective practices and collaboration with colleagues in order to foster professional growth and to advocate for the health and physical education program.
7. **Industrial Technology.** The program should prepare prospective teachers to:
- a. demonstrate industrial technology education laboratory management techniques that incorporate current federal, state, and local environmental, safety and health guidelines;
 - b. plan, organize, deliver and assess a comprehensive industrial technology education program to meet the needs of all students;
 - c. establish and employ safety standards and procedures in the instructional environment of the industrial technology laboratory and classroom;
 - d. research, evaluate and apply current and emerging technologies in industrial technology;
 - e. utilize advanced technology to gather information, data to formulate and write curriculum specific reports;
 - f. create curriculum which meets diverse student population needs;
 - g. demonstrate psychomotor skills and competence in the safe and proper use of tools and equipment currently used in the construction, manufacturing, communications and transportation industries;
 - h. access information and resources from multiple sources;
 - i. analyze the nature, function and significance of industrial systems to society;
 - j. describe the foundations and philosophies of industrial education and their relationships to career and technical education;
 - k. incorporate career exploration and exposure to career opportunities in industrial technology;

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- l. integrate Nebraska Content Standards for reading and writing, mathematics, science, and social sciences into the industrial technology education curriculum;
 - m. demonstrate an understanding and ability to use current technologies associated with industrial technology; and
 - n. demonstrate an understanding of the characteristics and fabrication processes of materials utilized by the construction, manufacturing, communications and transportation industries.
- 8. **Language Arts.** The program should prepare prospective teachers to:
 - a. demonstrate knowledge and an understanding of the English language, including being able to:
 - 1. demonstrate an understanding of language acquisition and development;
 - 2. demonstrate how reading, writing, listening, viewing, and thinking are interrelated;
 - 3. recognize the impact of cultural, economic, political, and social environments upon language;
 - 4. demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
 - 5. demonstrate an understanding of how and why the English language evolves;
 - 6. demonstrate an understanding of English grammars;
 - 7. demonstrate an understanding of syntax and phonology; and
 - 8. demonstrate an understanding of the various purposes for which language is used.
 - b. demonstrate knowledge and an understanding of reading processes, including being able to:
 - 1. describe reading and writing development;
 - 2. teach basic skills and strategies in reading and writing;
 - 3. teach students to use reading and writing as tools for learning;
 - 4. motivate readers and writers using a wide variety of methods and materials;
 - 5. match reading materials with students' abilities;
 - 6. involve parents in cooperative efforts and programs;
 - 7. use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and
 - 8. demonstrate an understanding of the uses of reading for different purposes.
 - c. demonstrate knowledge and an understanding of different composing processes, including being able to:

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1. use a wide range of writing strategies to generate meaning and to clarify understanding;
 2. produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;
 3. demonstrate how written discourse can influence thought and action; and
 4. revise, edit, and proof read written text.
 - d. demonstrate knowledge and an understanding of an extensive range of literature, including being able to:
 1. demonstrate knowledge of a broad historical and contemporary spectrum of United States and world literatures, including
 - (a) literature from a range of cultures;
 - (b) literature from a range of genres;
 - (c) literature by authors of both genders;
 - (d) literature by authors of color; and
 2. demonstrate an extensive knowledge of award winning books especially written for early adolescents, including themes, character, settings, and level of reading difficulty.
 - e. demonstrate knowledge and an understanding of the range and influence of print and nonprint media and technology in contemporary culture, including being able to demonstrate an understanding of and the ability to use current technologies in communication;
 - f. demonstrate methods for conducting inquiry research; and
 - g. demonstrate an understanding of and be able to apply the principles of contemporary rhetoric, interpersonal communication, and public address.
9. **Mathematics.** The program should prepare prospective teachers to:
 - a. demonstrate an understanding of and model, in a variety of ways, basic concepts of number and operations, including being able to:
 1. demonstrate an understanding of the conceptual basis for the real number system, including properties that unite and separate various number systems;
 2. describe the additive and multiplicative nature of numbers, and facilitate students in transitioning from additive to multiplicative models;
 3. recognize the pervasiveness of proportionality across mathematical strands, and apply the concept as a model in describing a variety of situations, including those calling for ratios and percent;

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4. demonstrate an understanding of the various ways of making estimates, and appropriate and inappropriate uses of estimates; and
 5. utilize technology, hands-on activities, and manipulatives to support and facilitate appropriate development of numerical skills, and solve a variety of problems using mental processes, pencil and paper, and calculators.
- b. recognize algebra as a language for modeling problem situations and representing numerical patterns and quantitative relationships in symbolic and graphical forms, including being able to:
1. describe the importance of early work with basic patterns and the later conceptual development of important ideas related to functions;
 2. demonstrate an understanding of the algebraic techniques and procedures for transforming and simplifying algebraic representations, as well as how to reason about relations and how to draw inferences in solving problems;
 3. demonstrate an understanding of the different kinds of functional relations - including polynomial, exponential, rational and trigonometric functions - and create examples of each.
- c. demonstrate an understanding that geometry provides a repertoire of techniques for describing, representing, and reasoning about the shape, size, measure, and position of objects and visual patterns, including being able to:
1. describe the characteristics of different shapes and how shapes can be related;
 2. use geometric concepts to record and analyze properties of shapes and patterns and to study the ways those objects and patterns change when acted upon by transformations;
 3. use geometric relations in Euclidean and other geometric spaces to solve problems in fields from architecture and engineering to space science and the design of communication networks;
 4. demonstrate an understanding of the structure and use of systems of measurement, including being able to solve a variety of problems involving geometry and measurement; and
 5. use algebraic methods to help in reasoning about geometric situations, including use of visual models and methods to provide insight in thinking about patterns in quantitative and symbolic data.

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- d. demonstrate an understanding of and be able to apply the conceptual and procedural tools for collecting, organizing, and reasoning about data, including being able to:
 - 1. utilize a variety of formats for collecting and reporting data;
 - 2. demonstrate an understanding of the basic principles of inference;
 - 3. apply numerical and graphical techniques for representing and summarizing collections of data, to interpret and draw inferences from the data, and make decisions in a wide range of applied problem situations; and
 - 4. use statistical methods to make generalizations about samples based on the methods and language of probability.
- e. demonstrate an understanding of and be able to apply the concepts of discrete mathematics, including being able to:
 - 1. apply algorithmic thinking to solve problems involving discrete data;
 - 2. represent problems using matrices, finite graphs, and tree diagrams;
 - 3. use counting techniques to enumerate possibilities involving order and combinations; and
 - 4. describe basic algorithms for doing everyday tasks and use technology to solve a variety of discrete mathematics problems in practical settings.
- f. demonstrate an understanding of and be able to apply mathematical thinking processes, including being able to:
 - 1. use strategies and concepts for discovering and describing patterns in visual, numerical, and symbolic data (i.e., processes such as classification, representation, and inductive reasoning and concepts such as symmetry, similarity, randomness, stability, recursion, and continuity);
 - 2. use methods of formal verification for mathematical conjectures, including rules of logical inference and proof strategies;
 - 3. model mathematical relations in problem situations by using symbolic expressions - representing important relationships, operating on symbolic expressions to gain understanding of the situation or to draw inferences about it, and apply results of mathematical analysis to solve problems and make decisions;
 - 4. use heuristics of solving mathematical problems (e.g., testing extreme cases, using guess-and-check methods, conducting an organized search of specific examples, or using visual problem representations);

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5. use calculating and computing technologies to search for patterns in numeric, graphic, and symbolic data; and
 6. use strategies for communication of mathematical information in verbal, numerical, graphical, and symbolic forms and through physical models of mathematical principles.
10. **Natural Sciences.** The program should prepare prospective teachers to:
- a. demonstrate knowledge and an understanding of the unifying concepts and processes of science, including being able to:
 1. analyze systems, order, and organization;
 2. interpret and explain evidence and models;
 3. evaluate change, constancy, and measurement, including being able to:
 - (a) select and use appropriate measurement units (both English and metric);
 - (b) quantify changes in systems; and
 - (c) investigate and describe changes in terms of scale, rate, and pattern;
 4. analyze the relationship between form and function; and
 5. change over a period of time.
 - b. demonstrate knowledge and an understanding of science as inquiry, including being able to:
 1. design and conduct scientific investigations;
 2. evaluate methodological procedures; and
 3. interpret and communicate investigation results in a scientific manner.
 - c. demonstrate knowledge and an understanding of physical science, including:
 1. properties of matter;
 2. physical and chemical changes in the properties of matter;
 3. motion and force; and
 4. transfer of energy, including heat, light, chemical, sound, and electrical.
 - d. demonstrate knowledge and an understanding of life science, including:
 1. structure and function in living systems;
 2. reproduction and heredity, including sexual and asexual reproduction, and the effect of genes on heredity and organism characteristics;
 3. regulation and behavior, including:
 - (a) how organisms obtain and use resources, grow, reproduce, and maintain stable internal conditions

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- while living in a constantly changing external environment;
 - (b) how behavior is a response to internal and external stimuli; and
 - (c) how an organism's behavior evolves through environmental adaptation.
- 4. populations and ecosystems; and
- 5. diversity and adaptations of organisms.
- e. demonstrate knowledge and an understanding of earth and space science, including:
 - 1. structure of the earth, and forces creating change in the earth's surface and atmosphere;
 - 2. earth's history; and
 - 3. the earth in the solar system, including:
 - (a) the relationships between the solar system, galaxies, and universe;
 - (b) the relationships between the motion of the earth and each of the following: day, year, seasons, eclipses, and phases of the moon;
 - (c) gravity's relationship to the solar system; and
 - (d) the relationship of the sun's energy and the atmosphere, and the sun's energy and the earth's surface.
- f. demonstrate knowledge and an understanding of the relationships between science and technology, including:
 - 1. technological design;
 - 2. the difference of scientific inquiry from technological design;
 - 3. the reciprocal nature of science and technology; and
 - 4. the limits, and the intended and unintended consequences of technology.
- g. demonstrate knowledge and an understanding of science in personal and social perspectives, including:
 - 1. the relationships of personal health with natural phenomenon and personal decisions regarding exercise, nutrition, and use of drugs;
 - 2. the relationships between populations, resources, and environments;
 - 3. the effects of natural hazards on the environment, e.g., earthquakes, and investigations which reveal how human activities can mitigate or accelerate the effects;
 - 4. how perceptions of risks and benefits influence personal and social decisions; and

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- 5. the components affecting science and technology in society, including:
 - (a) ethical codes followed by scientists;
 - (b) societal influence on research; and
 - (c) limits of scientific research.
- h. demonstrate knowledge and an understanding of the history and nature of science, including:
 - 1. the scientific process;
 - 2. the history and contributions of several early and modern scientists, engineers, and/or professionals in related fields, including:
 - (a) those from various social and ethnic backgrounds; and
 - (b) at least one innovator who had to overcome flawed, commonly held beliefs of his/her time to reach conclusions that are now taken for granted.
- 11. **Social Sciences.** The program should prepare prospective teachers to demonstrate knowledge and an understanding of and be able to teach:
 - a. western and eastern civilizations from 1000 A.D. to the present;
 - b. physical and cultural geographic concepts, skills, and processes;
 - c. United States history from the colonial period to the present;
 - d. United States and Nebraska governments; and
 - e. United States and Nebraska economies.

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006.40 Music.

006.40A Grade Levels: K-12.

006.40B Endorsement Type: Field.

006.40C Persons with this endorsement may teach vocal and instrumental music in kindergarten through grade 12.

006.40D Certification Endorsement Requirements: This endorsement shall require a minimum of 52 semester hours in theory and composition, music history and literature, conducting, choral and instrumental performing, techniques, and must include proficiency on at least one applied music area.

006.40E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate skill in listening, analyzing, notating, arranging, composing, improvising, performing, rehearsing, and evaluating;
- B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;
- C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;
- D. Apply qualitative criteria in making judgments about the music selected for study and performance;
- E. Utilize technology to facilitate instruction and enhance musicianship;

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- F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;
- G. Develop creative skills in performance;
- H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;
- I. Demonstrate knowledge of instrumental and vocal pedagogy and performance practice by modeling on piano, voice, and secondary instruments;
- J. Detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;
- K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;
- L. Demonstrate an understanding of the role of and need for music in society, and how music affects the human being;
- M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum.

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006.41 Natural Science.

006.41A Grade Levels: 7-12.

006.41B Endorsement Type: Field.

006.41C Persons with this endorsement may teach any natural science course in grades 7 through 12.

006.41D Certification Endorsement Requirements: This endorsement shall require a minimum of 60 semester hours in science course work.

006.41E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following content:

- B. Completion of a minimum of 18 semester hours in one discipline/area of science (biology, chemistry, earth science, or physics).
- C. Completion of a minimum of 15 semester hours in a second discipline/area of science (biology, chemistry, earth science, or physics).
- D. Completion of a minimum of 15 semester hours in a third discipline/area of science (biology, chemistry, earth science, or physics).
- E. Completion of a minimum of 12 semester hours in a fourth discipline/area of science (biology, chemistry, earth science, or physics).

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006.42 Physical Education.

006.42A Grade Levels: K-6, 7-12.

006.42B Endorsement Type: Subject.

006.42C Persons with this endorsement may teach physical education in kindergarten through grade 6, or grades 7 through 12.

006.42D Certification Endorsement Requirement: This endorsement shall require a minimum of 27 semester hours in physical education courses for kindergarten through grade 6 or 7-12 endorsements. A total of not less than 39 semester hours shall be required for a combination of kindergarten through grade 6 and 7-12 physical education endorsements.

006.42E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should provide the following content:

- A. For a K-6 physical education endorsement:
 - 1. A minimum of 15 semester hours should be in scientific foundations, child growth and development, including motor skills, affective behavior, and adapted physical education.
 - 2. A minimum of 12 semester hours should be in course work specifically related to the development, implementation, and assessment of elementary school physical education programs.

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- B. For a 7-12 physical education endorsement:
1. A minimum of 15 semester hours should be in scientific foundations (such as kinesiology, exercise physiology), child growth and development and motor development, affective behavior, and adapted physical education.
 2. A minimum of 12 semester hours should be in course work specifically related to the development, implementation, and assessment of secondary school physical education programs.

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006.43 Physical Science.

006.43A Grade Levels: 7-12.

006.43B Endorsement Type: Field.

006.43C Persons with this endorsement may teach any physical science course in grades 7 through 12.

006.43D Certification Endorsement Requirements: This endorsement shall require a minimum of 51 semester hours in science course work.

006.43E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following content:

- B. Completion of a minimum of 18 semester hours in one discipline/area of science (chemistry, earth science, or physics).
- C. Completion of a minimum of 15 semester hours in a second discipline/area of science (chemistry, earth science, or physics).
- D. Completion of a minimum of 12 semester hours in a third discipline/area of science (chemistry, earth science, or physics).
- E. Completion of a minimum of 6 semester hours in biology.

**Physics
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.44 Physics.

006.44A Grade Levels: 7-12.

006.44B Endorsement Type: Subject.

006.44C Persons with this endorsement may teach physics in grades 7 through 12.

006.44D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 semester hours in physics, including 24 semester hours of science and 12 semester hours of supporting laboratory based courses (chemistry, biology, and earth science).

006.44E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of science as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following content:

- B. A minimum of 12 semester hours of supporting laboratory based courses as follows:
 - 1. Chemistry - 4 semester hours
 - 2. Biology - 4 semester hours
 - 3. Earth Science - 4 semester hours

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- C. A minimum of 24 semester hours in physics, which includes the following areas:
1. Atomic and nuclear physics;
 2. Classical mechanics;
 3. Electricity and magnetism;
 4. Heat and thermodynamics;
 5. Optics;
 6. Quantum mechanics;
 7. Radiation and radioactivity;
 8. Relativity; and
 9. Waves.

**Political Science
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.45 Political Science.

006.45A Grade Levels: 7-12.

006.45B Endorsement Type: Subject.

006.45C Persons with this endorsement may teach political science in grades 7 through 12.

006.45D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours of political science and 6 semester hours in one or more of the other social science areas (Anthropology/Sociology, Economics, Geography, History, and/or Psychology).

006.45E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards for eighth and twelfth grades

The institution should also provide the following content:

- B. A minimum of 30 hours in political science which should include the functions of government in modern life, the operations and ideologies of various national and international forms of government, the principles and practices of national, state and local units of government, the patterns of political behavior, and the impact of citizens upon government.

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- C. A minimum of 6 hours in one or more of the other Social Science areas (Anthropology/Sociology, Economics, Geography, History, and/or Psychology).

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(Adopted by the State Board
of Education on 11/16/00)**

006.46 Preschool Disabilities
(formerly Preschool Handicapped)

006.46A Grade Levels: Birth through Kindergarten

006.46B Endorsement Type: Subject

006.46C Persons with this endorsement may provide services to and teach infants, toddlers, and preschool and kindergarten children who have a range of disabilities, and services to families and other personnel with responsibilities for their care and education.

006.46D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours related to preschool disabilities, plus field/clinical experiences.

006.46E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the Institution should provide for the following content:

- A. Child Development and Learning. The program should prepare prospective teachers to:
 - 1. Use knowledge of how children develop and learn to provide opportunities that support child growth and development for infants and toddlers, and preschool and kindergarten children, with a range of abilities and disabilities, in the cognitive, communicative, physical-motor, social-emotional, and adaptive areas of development and learning;
 - 2. Use knowledge of how children develop and learn to provide opportunities that support individual differences in development and

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- learning, with special attention to risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities;
- 3. Recognize that children are best understood in the contexts of family, culture and society and that social, cultural and linguistic diversity influence development and learning;
- 4. Identify pre-, peri-, and postnatal development and factors of biological and environmental conditions that affect children's development and learning;
- 5. Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life; and
- 6. Demonstrate an understanding of:
 - a. developmental consequences of stress and trauma,
 - b. protective factors and resilience,
 - c. the development of mental health, and
 - d. the importance of supportive relationships.
- B. Assessment and Evaluation. The program should prepare prospective teachers to:
 - 1. Assess children's cognitive, communicative, physical-motor, social-emotional, and adaptive development for the purpose of designing programs to meet the needs of individuals and families;
 - 2. Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development;
 - 3. Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards;
 - 4. Develop and use authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and parents, and to engage children in self-assessment;
 - 5. Involve families as active participants in the assessment process;
 - 6. Participate and collaborate as a team member with other professionals in conducting family-centered assessments;
 - 7. Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individual family service plan (IFSP) and individual education program (IEP);
 - 8. Monitor, summarize, and evaluate the progress toward child and family outcomes as outlined in the IFSP or IEP;

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9. Select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities;
 10. Implement culturally and linguistically unbiased assessment instruments and procedures; and
 11. Communicate options for programs and services at the next level and assist the family in planning for transition.
- C. Curriculum Development and Implementation. The program should prepare prospective teachers to:
1. Plan and implement developmental, functional, and individual curricular and instructional practices based on knowledge of individual children, the family, the community, and curricular goals and content;
 2. Make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities;
 3. Develop an IFSP or IEP, incorporating both child and family outcomes, in partnership with family members and other professionals.
 4. Incorporate information and strategies from multiple disciplines in the design of intervention strategies;
 5. Design and implement plans that incorporate the use of technology, including adaptive and assistive technology;
 6. Develop intervention curricula and methods for children with specific disabilities including areas related to: motor, sensory, health, communication and literacy, social-emotional, and cognitive development;
 7. Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences;
 8. Encourage family-child interactions as primary contexts for learning and development;
 9. Implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;
 10. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences;
 11. Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies;
 12. Design adaptations for a child's access to a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology;

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13. Implement basic health, nutrition, feeding strategies, and safety management practices for children with special needs;
 14. Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and human services;
 15. Identify aspects of medical care for children who have a history of significant low birth weight, or have other complex medical needs; and
 16. Use methods for the care of young children dependent on technology with programs focused on overall child development and family resources, concerns, and priorities.
- D. Family and Community Relationships. The program should prepare prospective teachers to:
1. Establish and maintain positive, collaborative relationships with families, including being able to:
 - a. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
 - b. Engage in mutual problem solving with families and other professionals to design adaptations necessary for daily routine and care;
 - c. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns;
 - d. Implement family services consistent with due process safeguards;
 - e. Evaluate services with families; and
 - f. Incorporate use of family-centered service coordination and provide options and choices enabling family members to advocate for the needs of their child and family.
 2. Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being, including being able to:
 - a. Apply models of team process in diverse service delivery settings;
 - b. Participate as a team member to identify dynamics of team roles, interaction, communication, team-building, problem-solving, and conflict resolution;
 - c. Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation; and
 - d. Evaluate and design processes and strategies that support transitions among hospital, home, infant/toddler, preschool, and kindergarten programs.
- E. Professionalism. The program should prepare prospective teachers to:
1. Articulate the historical and philosophical basis of services for young children with special needs;

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2. Identify state and federal legislation, public policy, and legal issues that affect children, families, and programs for young children with disabilities;
 3. Identify ethical issues related to educational, social, and medical services for young children with disabilities and their families;
 4. Identify current trends and issues in Early Childhood Special Education, and Special Education;
 5. Adhere to the profession's code of ethical conduct related to Early Childhood Special Education;
 6. Serve as advocates on behalf of young children with disabilities and their families, to improve quality of programs and services for young children, and to enhance professional status and working conditions for early childhood special educators; and
 7. Identify the application of current relevant research and recommended practices.
- F. Field/Clinical Experiences. The program should provide prospective teachers with opportunities to:
1. Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to schools, homes, public or private centers, and community agencies) which serve young children with disabilities, who reflect diverse family systems, from birth through kindergarten and their families;
 2. Observe and participate under the supervision of qualified professionals in each of the three age groups (infants/toddlers, preschool, and kindergarten); and
 3. Observe and participate under supervision in an interagency and intra-agency team.

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Endorsement Guidelines
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(Adopted by the State Board
of Education on 11/16/00)**

006.47 Psychology.

006.47A Grade Levels: 7-12.

006.47B Endorsement Type: Subject.

006.47C Persons with this endorsement may teach psychology in grades 7 through 12.

006.47D Certification Endorsement Requirements: This endorsement requires a minimum of 36 hours including 30 semester hours of psychology and 6 semester hours in one or more of the other social science areas (Anthropology/Sociology, Economics, Geography, History, and/or Political Science).

006.47E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following content:

- B. A minimum of 30 hours in psychology which should include:
 - 1. historical development of the discipline of psychology;
 - 2. the theoretical orientations, theories, and practices of the various mental health professions;
 - 3. human growth and development throughout the life stages;

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4. the cognitive and behavioral processes involved in learning;
 5. the study of the interrelationships between the individual and the group, or the social system (social psychology);
 6. the study of the human brain and its processes (sensory, perceptual, concept formation, problem-solving, and linguistic);
 7. the physiological bases of behavior (drives, emotions, and motivations);
 8. the theories regarding the origin and function of personality; and
 9. the theoretical basis of classification and treatment in abnormal psychology.
- C. A minimum of 6 hours in one or more of the other Social Science areas (Anthropology/Sociology, Economics, Geography, History, and/or Political Science).

**Reading and Writing
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.48 Reading and Writing – (formerly Reading).

006.48A Grade Levels: 7-12.

006.48B Endorsement Type: Subject.

006.48C Persons with this endorsement may teach reading and writing, and be a reading resource teacher to content area teachers in grades 7 through 12.

006.48D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours in courses selected from learning theories, study of the adolescent, reading theories, developmental reading on the secondary level, diagnostic and remedial techniques and materials, adolescent literature, language, and writing.

006.48E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards for eighth and twelfth grades.
- B. Demonstrate an understanding of reading and writing development, including being able to:
 - 1. demonstrate the relationships of cognitive and language development;
 - 2. apply the theories of reading and writing development in designing, implementing, and evaluating instruction; and
 - 3. describe the influence of cultural, ethnic, and linguistic backgrounds on the reading and writing process.
- C. Demonstrate the ability to teach basic skills and strategies in reading and writing, including:

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1. use of word level skills to improve decoding and encoding;
 2. use of syntactic skills to improve sentence comprehension and composing;
 3. strategies for improving vocabulary knowledge;
 4. strategies for applying prior knowledge; and
 5. strategies for improving text composing and comprehending.
- D. Demonstrate the ability to teach students to use reading and writing as tools for learning, including:
1. use of flexible reading rates based on type of material and purpose of reading;
 2. use of effective study strategies, test taking skills, and research skills, including use of current technologies as research tools; and
 3. use of techniques to identify and acquire specialized vocabulary in specific content area courses.
- E. Demonstrate the ability to motivate readers and writers using a wide variety of methods and materials, including being able to:
1. demonstrate familiarity with a wide variety of genre in reading and writing;
 2. utilize techniques to analyze materials for readability level and interpret the limitation of such formulas on the ability of individual students to comprehend the material;
 3. analyze materials and objectives in relationship to individual learners;
 4. identify and manage independent and guided reading and writing activities; and
 5. demonstrate an ability to use appropriate grouping patterns for delivery of reading and writing instruction, including homogeneous and heterogeneous groupings, interest groups and pairs.
- F. Demonstrate an ability to meet the needs of readers and writers at all levels of skill development, including being able to:
1. use a variety of assessment tools; and
 2. use diagnostic information to select and apply techniques designed to remediate difficulties in reading and writing.
- G. Demonstrate an ability to use selection criteria for instructional materials to meet the educational goals of a diverse community.
- H. Demonstrate an understanding of how to involve parents in cooperative efforts and programs to assist in their children's reading and writing development.

**Reading Specialist
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.49 Reading Specialist.

006.49A Grade Levels: Pre-kindergarten through grade 12, K-8, 4-9, and 7-12.

006.49B Endorsement Type: Subject.

006.49C Persons with this endorsement may diagnose, teach, and prescribe for students in the area of reading in any of the following levels: Pre-kindergarten through grade 12, K-8, 4-9, 7-12.

006.49D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses.

006.49D1 Additional Requirements: An applicant for this endorsement shall have a regular teaching certificate and two years of teaching experience.

006.49E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
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Through the courses identified in its plan, the institution should prepare prospective reading specialists to:

- A. Demonstrate knowledge and understanding of the concepts, skills, and processes of reading and writing as defined in the Nebraska Content Standards for first, fourth, eighth, and twelfth grades.
- B. Assist with diagnosis, teaching, and prescription of strategies for students.

The institution should also provide the following content:

- C. Diagnosis, assessment, and evaluation principles and techniques within relevant learning context.
- D. Theories of reading, cognition, and instruction for diverse populations.
- E. Interpersonal, consultative, and program management skills for coordination of professional development in literacy education.

**Religious Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.50 Religious Education.

006.50A Grade Levels: K-12.

006.50B Endorsement Type: Subject.

006.50C Persons with this endorsement may teach religion in private schools.

006.50D Certification Endorsement Requirements: This endorsement shall require a minimum of 24 hours of religion.

006.50D1 College Limitation: This endorsement may be approved to be offered as part of an approved teacher education program only in nonpublic institutions of higher education.

006.50E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**School Guidance Counselor
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.51 School Guidance Counselor.

006.51A Grade Levels: K-6, 4-9, 7-12.

006.51B Endorsement Type: Field.

006.51C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (K-6; 4-9; 7-12; K-12).

006.51D Certification Endorsement Requirements: The endorsement shall require the applicant to have had at least two years of teaching experience, 36 graduate semester hours and a Master's Degree in School Counseling, including;

006.51D1 At least one hundred clock hours of clinical experience prior to internship; and

006.51D2 At least four hundred fifty (450) clock hours of internship.

006.51E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should provide the following content:

- A. Interpret and apply an understanding of the theory and application of developmental guidance and counseling programs;
- B. Consult and coordinate with students, parents, and staff in utilizing school and community resources and other referrals as appropriate;
- C. Counsel individuals, groups, and special populations in areas of physical, social, emotional, academic and personal development;
- D. Describe and apply the societal changes and trends in providing counseling for culturally diverse populations;
- E. Conduct counseling using various theories and techniques appropriate to the relationship between counselor and the student;

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- F. Use group dynamics and techniques to conduct classroom instruction and small group counseling sessions;
- G. Integrate an understanding of the relationship among personal qualities, education and training, and the world of work in career development;
- H. Administer and interpret appropriate assessment instruments;
- I. Identify and apply best standards of practice in research and evaluation of counseling programs;
- J. Describe and apply principles, practices, ethical and legal issues involved in school counseling;
- K. Clinical Experiences. The prospective School Counselor should spend at least 100 clock hours in clinical experience prior to the internship, at the grade levels of the endorsement, with increasing responsibilities, including:
 - 1. Individual, small group, and large group sessions,
 - 2. Students at all levels of the endorsed area; and
 - 3. Students representing special populations.
- L. Internship. The prospective School Counselor should experience at least 450 clock-hour internship under the supervision of a certified school counselor, and demonstrate all of the competencies in these guidelines. The internship experiences should take place in a school setting. One hundred eighty (180) of the 450 clock hours should be in direct service, including but not limited to, individual counseling, group work, developmental classroom guidance, and consultation.

**Social Science
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.52 Social Science.

006.52A Grade Levels: 7-12.

006.52B Endorsement Type: Field.

006.52C Persons with this endorsement may teach any social science course in grades 7 through 12.

006.52D Certification Endorsement Requirements: This endorsement shall require a minimum of 60 semester hours of course work in social science (Anthropology/Sociology, Economics, Geography, History, Political Science, and Psychology).

006.52E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following:

- B. A minimum of 21 semester hours should be required in History.
- C. A minimum of 9 semester hours should be required in one other social science.
- D. A minimum of 30 semester hours should be distributed over the remaining areas (Anthropology/Sociology, Economics, Geography, Political Science, and Psychology) with at least six semester hours in each area not selected in sections B and C of the Social Science Endorsement Guidelines.

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006.53 Sociology.

006.53A Grade Levels: 7-12.

006.53B Endorsement Type: Subject.

006.53C Persons with this endorsement may teach sociology in grades 7 through 12.

006.53D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours of sociology and 6 semester hours in one or more of the other social science areas (Anthropology, Economics, Geography, History, Political Science, and/or Psychology).

006.53E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of social studies as defined in the Nebraska Content Standards for eighth and twelfth grades.

The institution should also provide the following content:

- B. A minimum of 30 hours in sociology which should include:
 - 1. the historical development of the discipline of sociology;
 - 2. the principal theories and methodological framework used in sociology;
 - 3. theories and practices in social work;
 - 4. relationships between government policies and sociological practice;
 - 5. various social organizations and institutions;

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- 6. collective behavior, social problems, social stratification and their implications for modern society; and
 - 7. the awareness of other cultures that make up society.
- C. A minimum of 6 hours in one or more of the other Social Science areas (Anthropology, Economics, Geography, History, Political Science, and/or Psychology).

**Special Education – Behaviorally Disordered
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.54 Special Education - Behaviorally Disordered.

006.54A Grade Levels: Pre-kindergarten through grade 12, pre-kindergarten through grade 6, grades 7 through 12, pre-kindergarten through grade 9.

006.54B Endorsement Type: Subject

006.54C Persons with this endorsement may teach individuals with behavioral disorders at the grade level (PreK-12; PreK-6; 7-12; or PreK-9) of their endorsement, and consult with teachers, parents, students and other services providers.

006.54D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 graduate semester hours with specific emphasis on individuals with behavioral disorders.

006.54D1 Teaching Experience: Applicants for this endorsement shall have one year teaching experience.

006.54D2 Additional Requirement: This program shall provide applicants with supervised practicum/clinical experiences. The experience shall consist of a minimum of 250 clock hours with individuals with behavioral disorders. The 250 clock hours may be included in the 30 graduate semester-hour requirement.

006.54E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge of:
 - 1. the historical and current theoretical perspectives related to the education of individuals with behavioral disorders;
 - 2. the characteristics of individuals with behavioral disorders;
 - 3. alternative strategies for managing behavior;
 - 4. legal and compliance issues;
 - 5. cognitive and language development and its impact on an individual's behavior; and
 - 6. the impact of family and culture on behavior.
- B. Demonstrate knowledge and skills in:
 - 1. identification, diagnosis and assessment of behavioral disorders;
 - 2. interpersonal communication, consultation, and collaboration;
 - 3. program organization, management and resources; and
 - 4. interagency programming and coordination.
- C. Select and apply instructional strategies.
- D. Select and apply behavior intervention strategies to increase positive social behavior.

**Special Education - Early Childhood Special Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.55 Special Education - Early Childhood Special Education.

006.55A Grade Levels: Birth through Grade 3.

006.55B Endorsement Type: Subject.

006.455C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for infants, toddlers, preprimary, and primary aged children who have a range of disabilities, and services to families and other personnel with responsibilities for their care and education.

006.55D Certification Endorsement Requirements: This endorsement shall require a minimum of 27 graduate semester hours related to Early Childhood Education and Special Education; and 100 clock hours of related field experiences.

006.55D1 Field experiences shall consist of a minimum of 100 clock hours (total) working with young children with a range of disabilities. At least 20 clock hours will be spent with each of the following age groups: infants/toddlers, preprimary, and primary.

006.55E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare teachers to:

- A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social studies as defined in the Nebraska Content Standards for first and fourth grades.

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- B. Child Development and Learning. The program should prepare prospective teachers to:
1. use knowledge of how children develop and learn to provide opportunities that support child growth and development for infants and toddlers, preprimary, and primary school children, with a range of abilities and disabilities, in the intellectual, communicative, physical-motor, social-emotional, aesthetic, and adaptive behavioral areas of development and learning;
 2. use knowledge of how children develop and learn to provide opportunities that support individual differences in development and learning, with special attention to risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities;
 3. recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning;
 4. identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning; and
 5. identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.
- C. Assessment and Evaluation. The program should prepare prospective teachers to:
1. assess and analyze children's developmental needs and the intervention strategies best suited to design an individualized program;
 2. select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development;
 3. select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards;
 4. develop and use authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and parents, and to engage children in self-assessment;
 5. involve families as active participants in the assessment process;
 6. participate and collaborate as a team member with other professionals in conducting family-centered assessments;
 7. communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individual education program (IEP) and individual family service plan (IFSP);

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8. monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP;
 9. select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities;
 10. communicate options for programs and services at the next educational level and assist the family in planning for transition; and
 11. implement culturally unbiased assessment instruments and procedures.
- D. Curriculum Development and Implementation. The program should prepare prospective teachers to:
1. plan and implement developmental, functional, and individual curricular and instructional practices based on knowledge of individual children, the family, the community, and on-going assessment;
 2. make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities;
 3. develop an IFSP or IEP, incorporating both child and family outcomes, in partnership with family members and other professionals;
 4. incorporate information and strategies from multiple disciplines in the design of intervention strategies;
 5. design and implement plans that incorporate the use of technology, including adaptive and assistive technology;
 6. develop intervention curricula and methods for children with specific disabilities including areas related to: motor, sensory, health, communication and literacy, social-emotional, and cognitive development;
 7. encourage parent-child interactions as primary contexts for learning and development;
 8. implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;
 9. develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences;
 10. select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis);
 11. design adaptations for a child's access to a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology;
 12. implement nutrition and feeding strategies for children with special needs;

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13. use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services; and
 14. integrate aspects of medical care for children who have a history of significant low birth weight, or have other complex medical needs, including methods for care of young children dependent on technology with programs focused on overall child development and family resources, concerns, and priorities.
- E. Family and Community Relationships. The program should prepare prospective teachers to:
1. establish and maintain positive, collaborative relationships with families;
 - a. engage in mutual problem solving with families and other professionals to design adaptations necessary for daily routine and care;
 - b. implement a range of family-oriented services based on the family's identified resources, priorities, and concerns;
 - c. implement family services consistent with due process safeguards;
 - d. evaluate services with families;
 - e. incorporate use of family-centered service coordination and provide options and choices enabling family members to advocate for the needs of their child and family;
 2. collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well-being;
 - a. apply models of team process in diverse service delivery settings;
 - b. participate as a team member to identify dynamics of team roles, interaction, communication, team-building, problem-solving, and conflict resolution;
 - c. identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation;
 - d. evaluate and design processes and strategies that support transitions among hospital, home, infant/toddler, preprimary, and primary programs;
 3. administer, supervise, and consult with/instruct staff and other adults;
 - a. employ adult learning principles in supervising and training staff and other adults;
 - b. facilitate the identification of staff development needs and strategies for professional growth;
 - c. apply various models of consultation in diverse settings;
 - d. provide consultation and training in content areas specific to services for children and families and organization/development of programs; and

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- e. provide staff with feedback and performance evaluations in collaboration with family members and other professionals.
- F. Professionalism. The program should prepare prospective teachers to:
 - 1. articulate the historical, philosophical, and legal basis of services for young children with special needs;
 - 2. identify ethical and policy issues related to educational, social, and medical services for young children with disabilities and their families;
 - 3. identify current trends and issues in Early Childhood Special Education, and Special Education;
 - 4. adhere to the profession's code of ethical conduct related to Early Childhood Special Education;
 - 5. serve as advocates on behalf of young children with disabilities and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators; and
 - 6. read and critically apply research and recommended practices.
- G. Field Experiences. The program should provide prospective teachers with opportunities to:
 - 1. observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, and community agencies) in which young children with disabilities, who reflect diverse family systems, from birth through grade 3 and their families are served;
 - 2. observe and participate under the supervision of qualified professionals in each of the three age groups (infants/toddlers, preprimary, and primary). The experiences should consist of a minimum of 100 clock hours (total) working with young children with a range of disabilities, with at least 20 clock hours with each age group;
 - 3. participate under supervision as an interagency and intra-agency team member; and
 - 4. provide consultation services under supervision of a qualified professional in early childhood special education.

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006.56 Special Education--Hearing Impaired.

006.56A Grade Levels: Pre-kindergarten through grade 3, K-9, 7-12, or Pre-kindergarten through grade 12 dependent on other certification.

006.56B Endorsement Type: Subject.

006.56C Persons with this endorsement may teach hearing impaired students at the following levels: Pre-kindergarten through grade 3, K-9, 7-12, or Pre-kindergarten through grade 12.

006.56D Certification Endorsement Requirements: This endorsement shall require completion of at least one of the grade level set of requirements (Pre-kindergarten through grade 3, K-9, 7-12, or Pre-kindergarten through grade 12), and 30 semester hours of coursework related to hearing impairment.

006.56D1 Grade Level Sets of Requirements:

006.56D1a Pre-kindergarten through grade 3 must complete Early Childhood endorsement requirements or Elementary Education endorsement requirements with 6 semester hours of Early Childhood included either in the Elementary program or in addition to the Elementary program.

006.56D1b K-9 must complete Nebraska teacher certification requirements in Elementary Education, Middle Grades, or Special Education-Mild/Moderate Disabilities.

006.56D1c 7-12 must complete teacher certification requirements in one of the secondary education programs.

006.56D1d Pre-kindergarten through grade 12 must complete teacher certification requirements in Elementary Education or one of the secondary education programs.

006.56D1d(1) Individuals with an Elementary teacher certification must complete additional content in the area of early childhood education and secondary education.

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006.56D1d(2) Individuals with secondary level teacher certification must complete additional content in the area of early childhood education and elementary education (minimum 6 semester hours).
006.56D1e Individuals with a baccalaureate degree in a related area seeking certification in Special Education--Hearing Impaired at a post-baccalaureate level must complete a specially designed sequence of coursework in regular education consistent with the level of certification sought.

006.56E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement

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Through the courses identified in its plan, the institution should provide the following:

- A. Additional course work suggested for Grade Level Requirements
 - 1. Pre-kindergarten through grade 3
 - a. Six (6) semester hours of Early Childhood included either in the Elementary program or in addition to the Elementary program, including the following:
 - 1. development of the child from birth through age 5;
 - 2. curriculum for early childhood education;
 - 3. methods and materials in early childhood education;
 - 4. working with parents and families in early childhood education;
 - 5. assessment in early childhood education, and
 - 6. collaboration and/or interagency planning and service provision in early childhood special education.
 - b. K-9 must complete Nebraska teacher certification requirements in Elementary Education, Middle Grades, or Special Education-Mild/Moderate Disabilities.
 - c. 7-12 must complete teacher certification requirements in one of the secondary education programs.

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- d. Pre-kindergarten through grade 12 must complete teacher certification requirements in Elementary Education or one of the secondary education programs.
- 2. Individuals with an Elementary teacher certification must complete additional content in the area of early childhood education (Hearing Impaired Guideline Sections A1a1 through A1a6) and secondary education (6 semester hours), including:
 - a. nature and needs of the adolescent learner;
 - b. structure of secondary schools;
 - c. career/vocational programs; and
 - d. transition.
- 3. Individuals with secondary level teacher certification must complete additional content in the area of early childhood education (Hearing Impaired Guideline Sections A1a1 through A1a6) and elementary education (6 semester hours), including:
 - a. nature and needs of the school-aged learner;
 - b. methods of teaching in elementary schools; and
 - c. structure of elementary schools.
- 4. Individuals with a baccalaureate degree in a related area seeking certification in Special Education--Hearing Impaired at a post-baccalaureate level must complete a specially designed sequence of coursework in regular education consistent with the level of certification sought and including the following areas:
 - a. nature and needs of the learner;
 - b. curriculum and instructional methodology; and
 - c. organization and management of the learning environment.
- B. Thirty hours of coursework related to hearing impairment, including:
 - 1. Foundations of Education of the Hearing Impaired- 3 hours covering the following:
 - a. philosophical approaches to education of the hearing impaired;
 - b. psychological characteristics of the deaf and hard of hearing population;
 - c. sociological implications of hearing impairment;
 - d. historical background of the education of the hearing impaired;
 - e. problems and issues in the education of the hearing impaired and present and future trends;
 - f. characteristics and needs of the multicultural/bilingual hearing impaired population;
 - g. role and responsibility of the teacher in collaborating with parents of hearing impaired children;
 - h. role and responsibility of the teacher in supervising educational interpreters and para-educators; and

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- i. legal issues and compliance requirements under state and federal statutes and regulations.
- C. Speech Science and Audiology--3 hours covering the following:
 - 1. psychoacoustic aspects of sound and their relationship to speech acquisition and development in normal hearing and hearing impaired individuals;
 - 2. physical characteristics of speech and hearing mechanisms;
 - 3. physical dimensions of sound; and
 - 4. practical preparation in the use and care of hearing aids and amplification systems in educational settings.
- D. Communication and Language--12 hours covering the following:
 - 1. the structure of the English language (linguistics) and the implications of this area for the education of individuals with hearing impairments;
 - 2. research on communication and language of the hearing impaired;
 - 3. acquisition and development of communications and language(s) (e.g., first language, second language, etc.) as it relates to individuals with normal hearing and individuals with hearing impairments;
 - 4. disorder of language development;
 - 5. assessing, prescribing, implementing and evaluating instructional methods and procedures to effect communication and language learning in individuals with hearing impairments;
 - 6. communication processes and the effects of hearing loss on communications;
 - 7. various modes of communication (e.g., reading, writing, speech reading, auditory perception, speech, finger spelling, sign language, TDDs, decoders and computers) used in teaching individuals with a hearing impairment;
 - 8. methods, procedures and materials used in teaching communication and language;
 - 9. acquisition and development of literacy in individuals with normal hearing and individuals with hearing impairments; and
 - 10. assessing, prescribing, implementing and evaluating instructional methods and procedures to effect literacy learning in individuals with hearing impairments.
- E. Curriculum and Instruction--12 semester hours covering the following:
 - 1. purpose and nature of the curriculum as it relates to learning and the instructional processes;
 - 2. curriculum and instruction procedures common to education of the hearing impaired and regular education;
 - 3. adaptation of regular curriculum and instructional procedures for the hearing impaired;

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4. curriculum and instruction unique to education of the hearing impaired including special resources, communication needs, and technology (computers, TDDs, amplification, captioning);
5. assessment instruments appropriate for determining learning needs of individuals with hearing impairment;
6. techniques for managing the learning environment including role and use of educational interpreters and para-educators.

**Special Education - Learning Disabilities
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006.57 Special Education--Learning Disabilities.

006.57A Grade levels: Pre-kindergarten through grade 12, Pre-kindergarten through grade 6, Pre-kindergarten through Grade 9, Grades 7-12.

006.57B Endorsement type: Subject.

006.57C Persons with this endorsement may teach individuals with learning disabilities and consult with teachers, parents, and students in pre-kindergarten through grade twelve.

006.57D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 graduate semester hours of course work and 150 clock hours of practicum/clinical experiences with specific emphasis on individuals with learning disabilities.

006.57D1 Practicum/Clinical Experiences. This program shall provide applicants with supervised practicum/clinical experiences. The experiences shall consist of a minimum of 150 clock hours.

006.57E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge of historical and current perspectives relating to the characteristics and education of individuals with learning disabilities.
- B. Collect and interpret a variety of data, including norm-referenced, standardized, and authentic assessments; and observational techniques to assess the learner's behavior, social skills, vocational, and school functioning in the context of the

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- settings where they occur for planning, implementing, and evaluating student progress.
- C. Identify and teach cognitive, emotional, and social skill strategies, and use a variety of intervention techniques to effect management of student behavior.
 - D. Provide specialized instruction in reading, language arts, and mathematics as applied in other curricular areas.
 - E. Demonstrate knowledge of cognitive and language development and its impact on the individual.
 - F. Use consultation and collaboration strategies with general educators, administrators, related service providers, community service agency personnel, parents, and others to facilitate the education of individuals with learning disabilities.
 - G. Demonstrate knowledge of program management and resources for individuals with learning disabilities including:
 - 1. student assistance and multi disciplinary teams;
 - 2. educationally relevant medical findings;
 - 3. identification/verification;
 - 4. individual educational plans (IEP's);
 - 5. legal compliance;
 - 6. ethical considerations;
 - 7. a continuum of service delivery models;
 - 8. paraprofessionals;
 - 9. service and referral agencies; and
 - 10. transitional plans.

**Special Education – Mild/Moderate Disabilities
Endorsement Guidelines
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006.58 Special Education -- Mild/Moderate Disabilities.

006.58A Grade Levels: K-12, K-6, K-9, 7-12.

006.58B Endorsement Type: Field.

006.58C Persons with this endorsement may teach children and youth who are mildly and/or moderately disabled who are verified as per 92 NAC 51 as students with specific learning disabilities, speech language impairments (language verification only), mental handicap: mild, mental handicap: moderate behavior disorders, orthopedic impairments, autism, other health impairments, and traumatic brain injury. Persons with this endorsement may also teach verified children and youth who are placed in multicategorical programs.

006.58D Certification Endorsement Requirements: This endorsement shall require a minimum of 40 semester hours of course work including a minimum of 22 semester hours in special education courses with specific emphasis on children and youth with mild and moderate disabilities.

006.58D1 The program shall include assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.

006.58E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Special Education – Severe/Multiple Disabilities
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006.59 Special Education - Severe/Multiple Disabilities.

006.59A Grade Levels: Pre-kindergarten through grade 12.

006.59B Endorsement Type: Field.

006.59C Persons with this endorsement may teach children and youth with severe and multiple disabilities who are verified per 92 NAC 51 as children and youth with autism, deaf-blindness, mental handicap: moderate, mental handicap: severe/profound, multiple disabilities, orthopedic impairments, other health impairments, and traumatic brain injury. Persons with this endorsement may teach students ranging in age from kindergarten to the termination of public school educational responsibility.

006.59D Certification Endorsement Requirements: This endorsement shall require a minimum of 40 semester hours of course work in special education courses which include the following:

006.59D1 A minimum of 22 semester hours shall be in special education courses with specific emphasis on children and youth with severe and multiple disabilities.

00659D2 The program shall include assessment skills, instructional and behavioral intervention skills in the listed disability areas, consultation and collaboration skills, and inclusive education practices.

006.59E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Special Education – Visual Impairment
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006.60 Special Education - Visual Impairment.

006.60A Grade Levels: Pre-kindergarten through grade 12.

006.60B Endorsement Type: Subject. This endorsement requires an applicant to have a valid teaching certificate.

006.60C Persons with this endorsement may teach students with visual impairments from birth through age 21. "Visual Impairment" includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other impairments.

006.60D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in special education courses including 6 semester hours in general special education and 24 semester hours in the education of students with visual impairment.

006.60E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should provide the following content:

- A. A minimum of 6 semester hours will include background in general special education.
- B. Twenty-four (24) hours should include learning experiences and course content which address the following areas in education of students with visual impairments:
 - 1. historical, philosophical, theoretical perspectives;
 - 2. program and service delivery models;

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3. characteristics of students with visual impairments;
4. family communication and advocacy;
5. identification and assessment;
6. student and program evaluation;
7. instructional strategies, materials, and methods;
8. communication skills;
9. Braille codes and formats with demonstrated proficiency;
10. orientation and mobility;
11. curriculum adaptations;
12. structure and function of the eye;
13. daily living skills;
14. implications of low vision;
15. medical and health-related issues;
16. social-psychological implications;
17. use of devices and technology;
18. implications of the multi-handicapped learner;
19. transition issues; and
20. practicum or internship.

**Speech
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.61 Speech.

006.61A Grade Levels: 7 – 12.

006.61B Endorsement Type: Subject.

006.61C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.61D Certification Endorsement Requirements: This endorsement shall require a minimum of 30 semester hours in speech and communication courses.

006.61E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of historical and contemporary rhetoric, that is, communication theory, including:
 - 1. argumentation,
 - 2. persuasion,
 - 3. intercultural communication, and
 - 4. organizational communication;
- B. Demonstrate an understanding of and be able to apply the principles of interpersonal and intrapersonal communication including:
 - 1. conflict resolution,
 - 2. relationship,
 - 3. small group communication,
 - 4. interviewing, and
 - 5. listening.

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- C. Demonstrate an understanding of and be able to apply the principles of performance theory, including:
 - 1. selection, adaptation, and presentation of text, and
 - 2. critiquing and evaluating presentation of text.
- D. Demonstrate an understanding of and be able to apply the elements of public address, including:
 - 1. one to many communication,
 - 2. research skills, and
 - 3. listening skills.
- E. Demonstrate an understanding of and be able to apply the principles of forensics, including being able to:
 - 1. direct and coordinate curricular and cocurricular activities, including debate, public address, performance of text and acting, and
 - 2. critique and evaluate forensic performances.

**Speech and Theatre
Endorsement Guidelines
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of Education on 11/16/00)**

006.62 Speech and Theatre.

006.62A Grade Levels: 7 – 12.

006.62B Endorsement Type: Field.

006.62C Persons with this endorsement may teach, direct, or act as a resource person in curricular and cocurricular activities in speech and theatre in grades 7 through 12.

006.62D Certification Endorsement Requirements: This endorsement shall require a minimum of 54 semester hours in speech, communication, and theatre courses.

006.62E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of historical and contemporary rhetoric, that is, communication theory, including:
 - 1. argumentation,
 - 2. persuasion,
 - 3. intercultural communication, and
 - 4. organizational communication.
- B. Demonstrate an understanding of and be able to apply the principles of interpersonal and intrapersonal communication including:
 - 1. conflict resolution,
 - 2. relationship,

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3. small group communication,
 4. interviewing, and
 5. listening.
- C. Demonstrate an understanding of and be able to apply the principles of performance theory, including:
1. selection, adaptation, and presentation of text, and
 2. critiquing and evaluating presentation of text.
- D. Demonstrate an understanding of and be able to apply the elements of public address, including:
1. one to many communication,
 2. research skills, and
 3. listening skills.
- E. Demonstrate an understanding of and be able to apply the principles of forensics, including being able to:
1. direct and coordinate curricular and cocurricular activities, including debate, public address, performance of text and acting, and
 2. critique and evaluate forensic performances.
- F. Demonstrate an understanding of:
1. theatre history and criticism, and
 2. world dramatic literature, including historical and contemporary works.
- G. Demonstrate an understanding of and be able to apply the principles of basic acting, including:
1. voice control and projection,
 2. movement,
 3. acting techniques, and
 4. period and style.
- H. Demonstrate an understanding of and be able to apply the principles of play direction, including;
1. analysis and selection of appropriate plays,
 2. auditioning,
 3. casting,
 4. staging,
 5. rehearsal processes, and
 6. evaluation of performances.
- I. Demonstrate an understanding of and be able to apply the principles of theatre design and technology, including:
1. stagecraft,
 2. scenery design and construction,
 3. makeup,
 4. costume design and construction,

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- 5. sound and projections, and
- 6. lighting.
- J. Create performance text, including:
 - 1. adaptation of nondramatic text,
 - 2. improvisation,
 - 3. creative dramatics, and
 - 4. play writing.
- K. Demonstrate an understanding of theatre as a cocurricular activity, including being able to apply the elements of:
 - 1. theatre management, including:
 - a. royalties,
 - b. advertisement,
 - c. budgeting,
 - d. box office,
 - e. facilities, and
 - f. scheduling;
 - 2. play selection,
 - 3. stagecraft,
 - 4. play-casting and directing, and
 - 5. production and technical design.

**Speech-Language Pathologist
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.63 Speech-Language Pathologist.

006.63A Grade Levels: Birth through grade 12.

006.63B Endorsement Type: Subject.

006.63C Persons with this teaching endorsement may serve as a speech language pathologist and resource person for programs involving individuals from birth through grade 12.

006.63D Certification Endorsement Requirements: This endorsement requires a minimum of a Master's degree in Speech-Language Pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 250 clock hours of clinical experiences and an internship, supervised by the standard institution, in a school or clinic setting.

006.63E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective speech-language pathologists to:

- A. Conduct assessments and provide intervention for individuals with disorders of speech (e.g., phonology, fluency, voice) and language;
- B. Conduct assessments, and provide intervention for individuals with cognitive-communication disorders;
- C. Conduct assessment and intervention for individuals with disorders of oral-pharyngeal function (dysphagia) and related disorders;

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- D. Conduct assessments, select, and develop augmentative, alternative and assistive communication systems and provide training for their use;
- E. Conduct aural habilitative and rehabilitative services and related counseling services;
- F. Enhance speech-language proficiency and communication effectiveness (accent reduction);
- G. Conduct pure tone and impedance audiometric screening;
- H. Initiate educationally relevant medical referrals and follow-up procedures;
- I. Assist with adaptations and accommodation of the learning environment including classroom acoustics;
- J. Demonstrate an understanding of child development;
- K. Provide written and verbal interpretation of speech-language assessment results and implications to appropriate individuals, such as parents, teachers, physicians and other professionals;
- L. Participate in the development of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP), including being able to:
 - 1. Interpret speech-language assessment results and their implications on communication, academic, cognitive and psychosocial development;
 - 2. Explain service delivery options, including appropriate intensity of services; and
 - 3. Assist parents in understanding their Parental Rights in accessing educational services for their children (under IDEA and state statute);
- M. Consult and collaborate with classroom teachers and other professionals regarding the relationship of speech-language impairments to the development of communication, academic, cognitive and psychosocial skills, including the ability to recommend appropriate accommodations and modifications to the curriculum;
- N. Provide speech-language interventions as determined by the IEP or IFSP team. The areas of interventions may include:
 - 1. Speech skills including phonological skills, voice, and fluency;
 - 2. Language skills (including receptive and expressive language, and auditory processing);
 - 3. Selection and use of appropriate instructional materials;
 - 4. Coordination of services with family, school and community;
- O. Support and advise the IEP and/or IFSP team in the determination of the need for and selection of appropriate assistive technology;
- P. Provide counsel for the family and individual who is speech-language impaired, including emotional support, information about the communication disorder and its implications, and interaction strategies to maximize communication and psychosocial development;
- Q. Select and maintain diagnostic instruments;

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- R. Maintain records, including screening, referral, follow-up, assessment, IFSP/IEP planning and services;
- S. Design and implement staff development and in-service training for school personnel;
- T. Provide training and supervision, relative to communication interventions for parents, licensed or certified staff, and para-professionals;
- U. Demonstrate an understanding of school systems, multidisciplinary teams, and community and professional resources; and
- V. Employ effective interpersonal and communication skills.

**Theatre
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.64 Theatre.

006.64A Grade Levels: 7-12.

006.64B Endorsement Type: Subject.

006.64C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades 7 through 12.

006.64D Certification Endorsement Requirements: This endorsement shall require 30 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management.

006.64E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate an understanding of
 1. theatre history and criticism; and
 2. world dramatic literature, including historical and contemporary works.
- B. Demonstrate an understanding of and be able to apply the principles of basic acting, including:
 1. voice control and projection;
 2. movement;
 3. acting techniques; and
 4. period and style.
- C. Demonstrate an understanding of and be able to apply the principles of play direction, including:

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1. analysis and selection of plays;
 2. auditioning;
 3. casting;
 4. staging;
 5. rehearsal processes; and
 6. evaluation of performances.
- D. Demonstrate an understanding of and be able to apply the principles of theatre design and technology, including:
1. stagecraft;
 2. scenery design and construction;
 3. makeup;
 4. costume design and construction;
 5. sound and projections; and
 6. lighting.
- E. Create performance text, including:
1. adaptation of nondramatic text;
 2. improvisation;
 3. creative dramatics; and
 4. play writing.
- F. Demonstrate an understanding of theatre as a cocurricular activity, including being able to apply the elements of:
1. theatre management, including:
 - a. royalties;
 - b. advertisement;
 - c. budgeting;
 - d. box office;
 - e. facilities; and
 - f. scheduling.
 2. play selection;
 3. stagecraft;
 4. play casting and directing; and
 5. production and technical design.

**Trade and Industrial Education
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.65 Trade and Industrial Education.

006.65A Grade Levels: 9-12.

006.65B Endorsement Type: Field.

006.65C Persons with this endorsement may teach trade and industrial education in grades 9 through 12 and will also be endorsed in Cooperative Education-Diversified Occupations.

006.65D Certification Endorsement Requirements: This endorsement shall require a minimum of 49 semester hours in industrial technology and trade and industrial education course work, including a minimum of 12 semester hours in a specific industrial area and 9 semester hours in the foundation, organization, and administration of vocational education; vocational coordination techniques; vocational special needs; and the management of vocational student organizations.

006.65D1 Work Experience: The endorsement is available only to those persons who have 2000 verified hours of paid employment in the field in which the specific industrial area course work is taken.

006.65D2 A minimum of 9 hours shall be required in professional vocational education courses with content that includes vocational student organizations, coordination techniques and vocational education foundations.

006.65D3 The applicant shall have a minimum of one year of paid employment in the field in which the concentration of course work is taken.

006.65E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
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Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Describe a personal philosophy regarding trade and industrial education based on current research findings, and the application of that philosophy in curriculum and instructional design, assessment, and professional development, including being able to:
 - 1. Design programs based on a mission statement with stated goals and objectives which reflect the definition and intent of trade and industrial education; and,
 - 2. Use an organized set of concepts, processes and systems that are technological when designing course outlines, instructional strategies, and evaluations of student work.
- B. Demonstrate teaching and technical skills appropriate to successfully teach the study of trade and industry, including being able to:
 - 1. Demonstrate knowledge and an understanding of the development of trade and industry, its effects on people, the environment and culture; and industry, its organization, personnel systems, techniques, resources and products; and their impact on society and culture;
 - 2. Use instructional content from a specific trade and industrial education areas at an industry level standard as determined by the institution;
 - 3. Identify and incorporate safe and efficient use of contemporary technological tools, instruments, and machines into a program of study;
 - 4. Incorporate insight, knowledge, and applications of technological concepts, processes and systems into a teaching program;
 - 5. Use skills, creative abilities, positive self-concepts, and individual potentials in teaching trade and industry;
 - 6. Apply problem-solving and creative abilities involving human and material resources, processes, and technological systems;
 - 7. Use activity-oriented laboratory instruction which reinforces abstract concepts through concrete experiences;
 - 8. Apply technology to the design and production of activities for student use;
 - 9. Design trade and industry education programs that advance student attitudes, knowledge, and skills regarding how trade and industrial systems function; and,
 - 10. Facilitate the ability of students to apply trade and industry knowledge and skills, and to assess new or different past-present-future trade and industrial systems.
- C. Demonstrate the ability to develop, manage, and evaluate a trade and industrial education program in schools, including being able to:

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1. Demonstrate a philosophy and understanding of career and technology education;
 2. Design a strategic program plan that includes a mission statement, rationale for change, goals and objectives, action steps, and program evaluation strategies;
 3. Select content based on the goals and objectives appropriate to the specific trade and industry content;
 4. Structure an educational environment in the classroom and laboratory to advance the instructional process;
 5. Select appropriate instructional technologies to effectively teach all student populations;
 6. Demonstrate laboratory management (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting);
 7. Establish a student leadership organization;
 8. Communicate and promote a learning environment that reflects the real world and provides tangible and intangible benefits for the student and the community;
 9. Organize and coordinate an external advisory committee; and,
 10. Use standards to evaluate and revise trade and industrial education programs, including being able to identify standards for the program, establish a process for using the standards, and utilize findings for subsequent program revisions.
- D. Demonstrate attitudes, knowledge, and skills needed for success as a teacher in trade and industrial education, including being able to:
1. Create, revise, analyze and implement curricula to prepare students for a dynamic and rapidly changing world. The trade and industrial education teacher prepares students:
 - a. For initial employment and careers in a specific trade and industrial area;
 - b. For their roles as consumers and citizens;
 - c. For advanced education in trade and industry;
 - d. For roles as owners and managers of trade and industrial businesses;
 - e. To understand domestic trades and industries and how they are similar to and different from global trades and industries; and,
 - f. To access and apply current industrial technologies;
 2. Organize classroom and laboratory experiences for the study of trades and industries;
 3. Manage technological activities in both an individual and group setting;

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Endorsement Guidelines
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- 4. Demonstrate positive and effective management techniques to include programs, learning environment, and activities outside the classroom that support and complement the program;
 - 5. Apply multi-cultural and global perspectives as they relate to the study of trades and industries;
 - 6. Demonstrate an understanding of the role and function of trades and industries in the global society; and,
 - 7. Apply values and ethics as they relate to content issues in the study of trades and industries.
- E. Facilitate collaborative learning by having students work together in groups that may include students, teachers, business and industry leaders, and others.
- F. Demonstrate an understanding of and be able to apply trade and industry concepts, principles and processes in the specified trade.
- G. Identify concepts and strategies needed for career exploration, development and growth in trade and industry areas.
- H. Facilitate students in the realization of their full potential through career development.

**Vocal Music
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

006.66 Vocal Music.

006.66A Grade Levels: K-8; 7-12.

006.66B Endorsement Type: Subject.

006.66C Persons with this endorsement may teach vocal music in the grade levels of their endorsements (K-8 and/or 7-12).

006.66D Certification Endorsement Requirements: This endorsement shall require a minimum of 26 semester hours for either the K-8 or 7-12 endorsement, or 38 semester hours if the two endorsements are earned at the same time. Coursework shall include theory and composition, music history and literature, conducting, vocal performing, and techniques for the grade levels of the endorsement, and must include proficiency in at least one applied area.

006.66E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate skill in listening, analyzing, notating, arranging, composing, improvising, performing, rehearsing, and evaluating;
- B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;
- C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;

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- D. Apply qualitative criteria in making judgments about the music selected for study and performance;
- E. Utilize technology to facilitate instruction and enhance musicianship;
- F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;
- G. Develop creative skills in performance;
- H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;
- I. Demonstrate knowledge of vocal music pedagogy and performance practice by modeling on piano and voice;
- J. Detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;
- K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;
- L. Demonstrate an understanding of the role of and need for music in society, and how music affects the human being; and
- M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum.

**Vocational Special Needs
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.67 Vocational Special Needs.

006.67A Grade Levels: 7-12.

006.67B Endorsement Type: Supplemental endorsement only. This endorsement requires an applicant to have a field or subject endorsement.

006.67C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.67D Certification Endorsement Requirements: This endorsement requires a minimum of 9 semester hours in vocational special needs courses.

006.67E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Other Trade or Industrial Areas
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.68 Other Trade or Industrial Areas.

006.68A Grade Levels: 10-12.

006.68B Endorsement Type: Trades.

006.68C The endorsement shall be valid only for a trade or industrial process in a field where no preparation program is offered by an approved teacher training institution in Nebraska and may appear only on a provisional trades certificate.

006.68D This certificate is valid only in the Nebraska school system requesting the issuance of such certificate OR for an instructor in a community college who is providing instruction to K-12 students as part of a cooperative agreement with a K-12 district regardless of the existence of an approved Nebraska teacher training program and shall require:

006.68D1 Completion of a prescribed course of study in a trade or industrial process at a community college, or

006.68D2 Completion of an apprenticeship program in the trade, or

006.68D3 Demonstrated proficiency in the trade based upon five years of practice in the trade, or

006.68D4 Demonstrated proficiency by passing a competency examination approved by the industry or trade in question, or

006.68D5 Current employment by a community college as an instructor to teach the specific trade or skill.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

ROTC
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)

006.69 ROTC.

006.69A Grade Levels: 10-12.

006.69B Endorsement Type: Trades.

006.69C The endorsement shall be valid only in the area of ROTC and may appear only on a provisional trades certificate in ROTC.

006.69C1 Four years of full time or salaried employment in the military.

006.69D A letter of recommendation from an employer or a former supervisor on a form provided by the Department.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Coaching
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

006.70 Coaching

006.70A Grade Levels: 9-12.

006.70B Endorsement Type: Trades.

006.70C The endorsement shall be valid only in the area of coaching and may appear only on a provisional teacher certificate.

006.70D The endorsement shall be valid only in the Nebraska school system requesting the issuance of such certificate and shall require:

006.70D1 Successful completion of the following content from a college with an approved teacher education program or from other organizations who provide instruction in the same content:

006.70D1a Prevention, care and management of injuries;

006.70D1b Risk management;

006.70D1c Growth, development and learning;

006.70D1d Training, conditioning and nutrition;

006.70D1e Psychology of coaching; and

006.70D1f Coaching theory and methods.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**Educational Audiologist
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/9/01)**

007.01 Educational Audiologist.

007.01A Grade Levels: Birth through grade 12.

007.01B Endorsement Type: Special Services Counseling.

007.01C Persons with this endorsement may serve as an audiologist and resource person for programs involving individuals from birth through grade 12.

007.01D Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in audiology, which includes at least 36 graduate semester hours in an educational audiology program approved under this chapter. This program also includes 70 clock hours of a school internship in educational audiology supervised by a standard institution faculty member (the internship requirement may be included in the 36 graduate semester hours).

007.01E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective educational audiologists to be able to demonstrate the following competencies:

- A. Conduct identification audiometry, including pure tone audiometric screening, immittance measures, and newborn screening criteria;
- B. Conduct threshold audiometric evaluation for pure tone air and bone conduction, speech reception and word recognition testing, immittance measurements, otoscopy, special tests including interpretation of electrophysiological measures, differential diagnosis of auditory disorders;
- C. Initiate medical and educational referral and follow-up procedures and criteria;

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- D. Provide audiological assessment of individuals using procedures appropriate to their receptive and expressive language skills, cognitive abilities, and behavioral functioning;
- E. Evaluate the need for and selection of various forms of hearing assistance technology;
- F. Assist with adaptations and accommodations for the structure of the learning environment, including classroom acoustics and implications for learning;
- G. Demonstrate an understanding of general child development and management;
- H. Provide written and verbal interpretation of auditory assessment results and implications appropriate for the intended audience, such as parents, teachers, physicians, and other professionals;
- I. Participate in the individual education program (IEP) and individual family service plan (IFSP) planning process and procedures, including being able to:
 - 1. Interpret auditory assessment results and their implications on psychosocial, communicative, cognitive, physical, academic, and vocational development;
 - 2. Explain educational options for individuals who are deaf or hard of hearing; including appropriate intensity of services, and vocational and work-study programming as part of the multidisciplinary team process; and
 - 3. Explain legal issues and procedures, especially the legal rights of and due process for students, parents, teachers, administrators, and school boards, including the implications of the American with Disability Act, the Individual with Disabilities Education Act, and Section 504 of the Vocational Rehabilitation Act of 1974;
- J. Consult and collaborate with classroom teachers and other professionals regarding the relationship of hearing and hearing loss to the development of academic and psychosocial skills, including being able to:
 - 1. Ensure support for enhancing the development of auditory functioning and communication skills; and
 - 2. Recommend appropriate modifications of instructional curricula and academic methods, materials, and facilities;
- K. Participate in team management of communication treatment for individuals who are deaf or hard of hearing or who have difficulties processing speech/language through the auditory system. These procedures should integrate the following:
 - 1. Orientation to, and the use and maintenance of, appropriate amplification instrumentation and other hearing assistance technologies;
 - 2. Auditory skills development;
 - 3. Speech skills development including phonology, voice, and rhythm;

**Educational Audiologist
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4. Visual communication including speech-reading and manual communication;
 5. Language development (expressive and receptive oral, signed, and/or written language);
 6. Selection and use of appropriate instructional materials and media;
 7. Structuring of learning environments including acoustic modifications;
 8. Case management/care coordination with family, school, medical, and community services; and
 9. Facilitation of transitions between levels, schools, programs, agencies, etc.;
- L. Demonstrate an understanding of communication systems and language used by individuals who are deaf or hard of hearing;
- M. Provide counsel for the family and individual who is deaf or hard of hearing, including emotional support, information about hearing loss and its implications, and interaction strategies to maximize communication and psychosocial development;
- N. Select and maintain audiological equipment;
- O. Maintain records, including screening, referral, follow-up, assessment, IFSP/IEP planning and services;
- P. Implement a hearing conservation program;
- Q. Demonstrate an awareness of cerumen management concerns and techniques;
- R. Implement in-service training for staff and support personnel;
- S. Provide training and supervision of audiology paraprofessionals;
- T. Demonstrate sensitivity to family systems, diversity, and cultures, including deaf culture;
- U. Demonstrate an understanding of school systems, multidisciplinary teams, and community and professional resources; and
- V. Employ effective interpersonal and communication skills.

**School Nurse
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

007.02 School Nurse.

007.02A Grade Levels: Pre-kindergarten through grade 12.

007.02B Endorsement Type: Special Services Counseling.

007.02C Persons with this endorsement may practice school nursing for students Pre-kindergarten through grade 12.

007.02D Certification Endorsement Requirements: This endorsement shall require a current Nebraska license as a Registered Professional Nurse from the Nebraska Department of Health.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***

**School Psychologist
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

007.03 School Psychologist.

007.03A Grade Levels: Pre-kindergarten through grade 12.

007.03B Endorsement Type: Special Services.

007.03C Persons with this endorsement may counsel and consult with students, school personnel, parents and other specialists on individual student needs or school program considerations. These may include (1) assessment of learning, general physical and emotional social development, and/or behavior in students; (2) the selection, administration, and interpretation of educational and psychological tests and test results; (3) the analysis of economic, cultural and environmental setting data; (4) the identification and verification of students with disabilities and gifted; and (5) recommendations for student placement.

007.03D Certification Endorsement Requirements: This endorsement requires 60 graduate semester hours beyond the baccalaureate degree, at least 54 of which are exclusive of supervised internship practice.

007.03D1 A minimum of twelve hundred (1,200) clock hours of internship experience, supervised by the standard institution, in a school or clinic setting.

007.03D2 Alternative Requirement for Endorsement: A license to practice psychology in Nebraska issued by the Nebraska Department of Health and Human Services with completion of the Academic Requirements set forth in the School Psychologist endorsement.

007.03E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

**School Psychologist
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Through the courses identified in its plan, the institution should provide the following content:

- A. Psychoeducational assessment.
- B. Individual differences and/or exceptional children.
- C. Learning and instructional techniques.
- D. Intervention, behavior management and classroom management.
- E. Remediation (individual and group), and counseling techniques.
- F. Infant, child and adolescent development.
- G. Organization and operation of schools; including the legal bases of special education (not more than 6 semester hours in the minimum total of 60 may be used in this area).
- H. Measurement, accountability, research and evaluation.
- I. Consultation.
- J. Professional school psychology.

**School Transition Specialist
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

007.04 School Transition Specialist.

(Formerly School Rehabilitation Counselor)

007.04A Grade Levels: 7-12.

007.04B Special Services Counseling Endorsement.

007.04C Persons with this Special Services Counseling Endorsement may counsel and provide services for youth with disabilities and consult with teachers, parents, and students in grades 7 through 12.

007.04D Certification Endorsement Requirements: This Special Services Counseling Endorsement shall require a minimum of 18 graduate level semester hours of course work and clinical experience with emphasis on children and youth, ages 14 to 21, with disabilities. Candidates for this program will have completed a Master's Degree or be concurrently engaged in a Master's program with the awarding of the endorsement dependent upon successful completion of the Master's program.

007.04E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective teachers to:

- A. Demonstrate knowledge of current purposes, practices, and policies relating to children and youth with disabilities going through the transition process including being able to:
 - 1. develop and implement an educational program for transition service delivery;
 - 2. write IEP transition goals and objectives;

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- 3. demonstrate knowledge of adult service providers; and
- 4. demonstrate knowledge of law and ethical responsibilities related to the transitional process.
- B. Collect and use a variety of assessment data, including standardized, functional, vocational/career, and observational techniques; and
 - 1. identify methods and strategies of program evaluation, data collection, research, and grant writing.
- C. Identify and teach personal and social skills, self-determination, and self-advocacy strategies for students and parents going through the transition process; and
 - 1. demonstrate knowledge of counseling strategies for persons with disabilities and the psycho-social aspects of disabilities.
- D. Collaborate in planning, organizing, and implementing individualized curriculum which integrates job development skills, community based job training, and modifications for school and work settings.
- E. Utilize effective communication skills when interfacing with students, families, community members, and other professionals.
- F. Clinical Experiences: Course work should include clinical experiences whereby the candidate applies that which is defined in Sections A through E of the School Transition Specialist Guidelines in working with students with disabilities who are preparing for, or are in transition; their families; community members; and other professionals.

**Speech Language Technician
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on 11/16/00)**

007.05 Speech Language Technician.

007.05A Grade Levels: Pre-kindergarten through grade 12.

007.05B Endorsement Type: Special Services Counseling.

007.05C Persons with this endorsement may provide speech-language services for students from pre-kindergarten through age 21; they may not fulfill the requirement(s) in 92 NAC 51 for membership on a multi-disciplinary team and/or an individual educational plan team.

007.05D Certification Endorsement Requirements: This endorsement will require a baccalaureate degree in speech pathology.

007.05E Limited Purpose: This endorsement may be placed only on the Nebraska Provisional Special Services Counseling Certificate with validity, terms and renewal options as described for that certificate in 92 NAC 21.

007.05F No Nebraska Standard Institution of Higher Education will be granted approval to offer a program of study leading to this endorsement.

***THERE ARE NO ADDITIONAL GUIDELINES RECOMMENDED FOR
USE WITH THIS ENDORSEMENT.***